

CA20N

EAB

426



3 1761 11652492 7



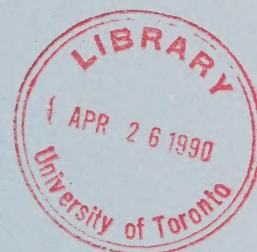
ENVIRONMENTAL ASSESSMENT BOARD

VOLUME: 194

DATE: Wednesday, April 18th, 1990

BEFORE: A. KOVEN, Chairman

E. MARTEL, Member



FOR HEARING UPDATES CALL (TOLL-FREE): 1-800-387-8810

FARR
ASSOCIATES &
REPORTING INC.

(416) 482-3277

2300 Yonge St., Suite 709, Toronto, Canada M4P 1E4



Digitized by the Internet Archive
in 2023 with funding from
University of Toronto

<https://archive.org/details/31761116524927>



ENVIRONMENTAL ASSESSMENT BOARD

VOLUME: 194

DATE: Wednesday, April 18th, 1990

BEFORE: A. KOVEN, Chairman

E. MARTEL, Member



FOR HEARING UPDATES CALL (TOLL-FREE): 1-800-387-8810

EARR
ASSOCIATES &
REPORTING INC.

(416) 482-3277

2300 Yonge St., Suite 709, Toronto, Canada M4P 1E4

HEARING ON THE PROPOSAL BY THE MINISTRY OF NATURAL
RESOURCES FOR A CLASS ENVIRONMENTAL ASSESSMENT FOR
TIMBER MANAGEMENT ON CROWN LANDS IN ONTARIO

IN THE MATTER of the Environmental
Assessment Act, R.S.O. 1980, c.140;

- and -

IN THE MATTER of the Class Environmental
Assessment for Timber Management on Crown
Lands in Ontario;

- and -

IN THE MATTER OF a Notice by the
Honourable Jim Bradley, Minister of the
Environment, requiring the Environmental
Assessment Board to hold a hearing with
respect to a Class Environmental
Assessment (No. NR-AA-30) of an
undertaking by the Ministry of Natural
Resources for the activity of timber
management on Crown Lands in Ontario.

Hearing held at the Ramada Prince Arthur
Hotel, 17 N. Cumberland Street, Thunder Bay,
Ontario on Wednesday, April 18th, 1990,
commencing at 8:30 a.m.

VOLUME 194

BEFORE:

MRS. ANNE KOVEN
MR. ELIE MARTEL

Chairman
Member

A P P E A R A N C E S

MR. V. FREIDIN, Q.C.)	
MS. C. BLASTORAH)	MINISTRY OF NATURAL
MS. K. MURPHY)	RESOURCES
MS. Y. HERSCHER)	
MR. B. CAMPBELL)	
MS. J. SEABORN)	MINISTRY OF ENVIRONMENT
MS. B. HARVIE)	
MR. R. TUER, Q.C.)	ONTARIO FOREST INDUSTRIES
MR. R. COSMAN)	ASSOCIATION and ONTARIO
MS. E. CRONK)	LUMBER MANUFACTURERS'
MR. P.R. CASSIDY)	ASSOCIATION
MR. H. TURKSTRA	ENVIRONMENTAL ASSESSMENT BOARD
MR. E. HANNA)	ONTARIO FEDERATION OF
DR. T. QUINNEY)	ANGLERS & HUNTERS
MR. D. HUNTER)	NISHNAWBE-ASKI NATION
MS. N. KLEER)	and WINDIGO TRIBAL COUNCIL
MR. J.F. CASTRILLI)	
MS. M. SWENARCHUK)	FORESTS FOR TOMORROW
MR. R. LINDGREN)	
MR. P. SANFORD)	KIMBERLY-CLARK OF CANADA
MS. L. NICHOLLS)	LIMITED and SPRUCE FALLS
MR. D. WOOD)	POWER & PAPER COMPANY
MR. D. MacDONALD	ONTARIO FEDERATION OF LABOUR
MR. R. COTTON	BOISE CASCADE OF CANADA LTD.
MR. Y. GERVAIS)	ONTARIO TRAPPERS
MR. R. BARNES)	ASSOCIATION
MR. R. EDWARDS)	NORTHERN ONTARIO TOURIST
MR. B. McKERCHER)	OUTFITTERS ASSOCIATION

APPEARANCES: (Cont'd)

MR. L. GREENSPOON)	NORTHWATCH
MS. B. LLOYD)	
MR. J.W. ERICKSON, Q.C.)	RED LAKE-EAR FALLS JOINT
MR. B. BABCOCK)	MUNICIPAL COMMITTEE
MR. D. SCOTT)	NORTHWESTERN ONTARIO
MR. J.S. TAYLOR)	ASSOCIATED CHAMBERS
	OF COMMERCE
MR. J.W. HARBELL)	GREAT LAKES FOREST
MR. S.M. MAKUCH)	
MR. J. EBBS	ONTARIO PROFESSIONAL
	FORESTERS ASSOCIATION
MR. D. KING	VENTURE TOURISM
	ASSOCIATION OF ONTARIO
MR. D. COLBORNE)	GRAND COUNCIL TREATY #3
MS. S.V. BAIR-MUIRHEAD)	
MR. R. REILLY	ONTARIO METIS &
	ABORIGINAL ASSOCIATION
MR. H. GRAHAM	CANADIAN INSTITUTE OF
	FORESTRY (CENTRAL
	ONTARIO SECTION)
MR. G.J. KINLIN	DEPARTMENT OF JUSTICE
MR. S.J. STEPINAC	MINISTRY OF NORTHERN
	DEVELOPMENT & MINES
MR. M. COATES	ONTARIO FORESTRY
	ASSOCIATION
MR. P. ODORIZZI	BEARDMORE-LAKE NIPIGON
	WATCHDOG SOCIETY

APPEARANCES: (Cont'd)

MR. R.L. AXFORD	CANADIAN ASSOCIATION OF SINGLE INDUSTRY TOWNS
MR. M.O. EDWARDS	FORT FRANCES CHAMBER OF COMMERCE
MR. P.D. McCUTCHEON	GEORGE NIXON
MR. C. BRUNETTA	NORTHWESTERN ONTARIO TOURISM ASSOCIATION

I N D E X O F P R O C E E D I N G S

<u>Witness:</u>	<u>Page No.</u>
<u>GARY MacKAY,</u> <u>IAN ROBERT METHVEN,</u> <u>DONALD B. HOPKINS,</u> <u>WILLIAM J. ROLL,</u> <u>DONALD R. JOHNSTON,</u> <u>PETER MITCHELL MURRAY, Resumed</u>	34239
Continued Direct Examination by Mr. Cassidy	34239
Cross-Examination by Ms. Swenarchuk	34347
 SUBMISSIONS	 34409

I N D E X O F E X H I B I T S

<u>Exhibit No.</u>	<u>Description</u>	<u>Page No.</u>
1123	Hand-drawn diagram of the age-class distribution and yield curve.	34319
1124	FFT Interrogatory Question No. 7 (Panel 4) 3, 10, 12 (Panel 6); MNR No. 2 (Panel 6); MOE 5(b) (Panel 6) and answers thereto.	34355

14

15

16

17

18

19

20

21

22

23

24

25

1 ---Upon commencing at 8:30 a.m.

2 MADAM CHAIR: Good morning. Please be
3 seated.

4 MR. CASSIDY: Good morning, Madam Chair,
5 Mr. Martel.

6 MADAM CHAIR: Good morning, Mr. Cassidy.

7 Before we begin I wanted to inform you
8 and the other parties that Mr. Hanna will be
9 cross-examining tomorrow, that the Board has given
10 leave to Mr. Hanna to do this and we are sending him a
11 short letter this morning and I will read that into the
12 record for your information.

13 "Dear Mr. Hanna: The Board has granted
14 you leave on behalf of the Ontario
15 Federation of Anglers & Hunters to
16 cross-examine the witnesses on Panel 6
17 of the forest industry case.

18 However, the Board requires that you make
19 a commitment in writing that you will
20 meet all future deadlines with respect to
21 scoping and other matters. The conduct
22 of your party has become an issue in
23 terms of expediting this timber
24 management hearing. Your apparent
25 inability to meet scheduling deadlines

1 is causing inconvenience to other parties
2 and to this Board. You must be
3 aware that the Board will not grant
4 leave automatically to cross-examine if
5 you continue to ignore deadlines
6 for statements of issue. Therefore, the
7 Board requires that you deliver your
8 letter of commitment on Thursday, April
9 19th. This letter will be read into the
10 record."

11 MR. CASSIDY: Madam Chair, just on one
12 other matter. I have spoken to the witnesses and all
13 of them have indicated they are prepared to come back
14 on May 1st should that be necessary to complete this
15 panel and, therefore, it will be unnecessary to have us
16 all return for a short period of time next week, so
17 that we can all plan and proceed on that basis if the
18 Board is prepared to do so.

19 MADAM CHAIR: Yes, we are, Mr. Cassidy.

20 MR. CASSIDY: Thank you.

21 GARY MacKAY,
22 IAN ROBERT METHVEN,
23 DONALD B. HOPKINS,
24 WILLIAM J. ROLL,
DONALD R. JOHNSTON,
PETER MITCHELL MURRAY, Resumed

25 MR. CASSIDY: I would then like to

1 commence this morning by going back to Mr. McKay just
2 briefly.

3 CONTINUED DIRECT EXAMINATION BY MR. CASSIDY:

4 Q. Mr. McKay, yesterday we heard your
5 colleagues Mr. Johnston and Mr. Roll talk about
6 equipment developments and changes and Mr. Johnston
7 indicated that he expects equipment developments to
8 continue, change and improve.

9 I wonder if you are able to indicate what
10 direction you believe those developments will be in?

11 MR. MacKAY: A. Yes, Mr. Cassidy. I see
12 that the development of this equipment will go towards
13 more efficiency in a purely productive manner, but also
14 further in minimizing the site disturbance as a result
15 of such developments as smart hydraulics as Mr. Roll
16 has spoken of, and also lower ground bearing pressures
17 as Mr. Hopkins had described yesterday.

18 Q. Thank you. If I could then move on
19 to Mr. Roll and if we could pick up where we left off
20 yesterday in respect of Section 7 of the statement of
21 evidence, and if the next overhead could be put up.
22 That overhead can be found on page 39 of Exhibit 1121.

23 Mr. Roll, if you could please read that
24 into the record for the benefit of the Board?

25 MR. ROLL: A. Yes.

1 "It is the Industry's position
2 that efficient, properly managed harvest
3 operations are environmentally sound
4 activities."

5 Q. Could you please summarize this
6 segment of the evidence, please?

7 A. Yes, I can. The industry manager
8 uses his experience in his area, his knowledge of his
9 operations and his equipment, as well as his knowledge
10 of local conditions to plan all of his activities in an
11 efficient and operationally and environmentally sound
12 manner.

13 He applies the various guides and
14 guidelines and manuals and so on in a manner that is,
15 is his experience, relevant to the kind of local
16 conditions that he faces on his operation. He adopts
17 practices or methods of operation within the bounds of
18 the various approved timber management plan, the forest
19 management agreement, the silvicultural groundrules and
20 so on, as well as relevant guides and guidelines and
21 manuals which practices -- which promote both
22 operational and environmental efficiency.

23 I can't emphasize strongly enough, the
24 Industry believes that it is in its own interests to
25 maintain the viability of the site to allow for a

1 successful renewal treatment.

2 Q. And could you assist us with evidence
3 from the case study Exhibit 1100, your case study found
4 at Tab 4A.

5 A. Yes, I can. I would like to refer
6 back to several things that I mentioned yesterday in
7 the course of our discussions of yesterday and the
8 issue of equipment development.

9 We pointed out there -- or I point out
10 there the development of the K220 and K330 feller
11 bunchers which Canadian Pacific Forest Products played
12 a major role and the fact that it was for good
13 operating sense in that we were developing equipment
14 that was -- could be applied to the sites that we work
15 on, but also it had a benefit as well in that that
16 equipment is sensitive to the sites on which it
17 operates.

18 I also talked a little bit yesterday
19 about the development of tires, having to do from
20 oversized radials through to smooth tires mounted on
21 large rims. All this obviously has an operational
22 benefit in that we don't become bogged down and stuck.
23 It also, obviously, has a benefit for the site.

24 I also mentioned yesterday two things
25 having to do with the planning of our operations and

1 the first was the fact that we do place our operations,
2 in the case study for example, in a well drained area
3 in the spring. Again, it makes operational sense, but
4 it also makes environment sense. It makes sense to the
5 site; there is far less site disturbance. Also, the
6 fact that during the period of this case study we did
7 move out and back in. We moved out to a more sensitive
8 site during a dry period.

9 Those are the kinds of things that we do
10 normally in the course of our activities and they do
11 make operational sense, but they also make good sense
12 in terms of minimizing any impacts, any disturbance to
13 the site.

14 Q. And, Mr. Hopkins, I understand you
15 wish to refer the Board to some parts of your case
16 study found at Tab 4D?

17 MR. HOPKINS: A. Yes, I do, Mr. Cassidy.
18 As the Board knows, on the Clay Belt the consideration
19 of sites, stand conditions is vital to the choice of
20 harvesting and renewal activities. Referring again to
21 Exhibit 1100, case study D on page 26...

22 Q. Just hold on a minute, please.

23 A. And looking at the three paragraphs
24 under method of harvest, each paragraph concisely
25 describes what was done on the case study areas in our

1 case study and I would like to make note of the fact
2 that block A, which was an upland clay site, was cut
3 during the frost-free season at a time when no
4 unnecessary disturbance to the site would be caused.

5 Block B, which was a low land site, was
6 cut during the winter and block C, another lowland
7 site, was also cut during the winter and I would like
8 to make a point that this demonstrate that there was
9 good rationale on the part of field personnel and
10 planning of the harvest of those areas.

11 The protection of soft sites is
12 controlled by the front line supervision on a
13 day-to-day basis and this can be seen in our decisions
14 to routinely defer soft sites encountered during the
15 open season and defer them to the winter time, or
16 another method that front line supervisors can use is
17 to choose the more appropriate forwarding system such
18 as -- if they unexpectedly encounter a soft site during
19 the frost-free season, instead of allocating that area
20 to a grapple skidder they could allocate it to a Lokomo
21 forwarder because they know that a Lokomo forwarder is
22 able to operate on softer sites causing less site
23 disturbance.

24 The Board has already seen and heard in
25 the access panel the road and bridge construction

1 activities are carefully done and appropriately
2 designed for the sites encountered on the Clay Belt. I
3 would like to refer to Exhibit 68 which is the forest
4 management agreement review, five year review from 1980
5 to 1985 and the audit team is -- on page 34 makes the
6 following comment:

7 "Roads and bridges are undertaken with
8 care and do not appear to have adversely
9 impacted upon the natural environment."

10 I would like to point out that this is
11 typical of our approach. If we're mucking around in
12 the mud that's a problem for us, it just makes
13 everything harder and it certainly isn't efficient. We
14 realize that guideliness exist, that they're necessary
15 and we ensure that our operations are conducted
16 accordingly.

17 Q. Mr. Murray?

18 MR. MURRAY: A. Yes, Mr. Cassidy.

19 Q. Make sure your mike is on, please.

20 A. Madam Chair, Mr. Martel, good
21 morning. I would like to refer you to the case study
22 binder, 1100, Tab E, page 26 -- bottom of page 26, top
23 of page 27.

24 This is the section where we -- paragraph
25 where we are describing the effects of environmentally

1 sound and efficient operations. In addition, I would
2 like the Board, if they would, to refer to Exhibit 1101
3 which is I think your package of photographs. Again,
4 this will be case study E and photograph 6.4. I will
5 make reference to it in a moment.

6 First, I would like to mention, with
7 regard to the harvesting aspect of felling, when the
8 cutter or the feller has the option he will
9 directionally fall a tree to reduce the possibility of
10 damage to residual trees and/or to advanced
11 regeneration. This isn't always possible because
12 safety is a prime factor, but where it can this will be
13 done.

14 The use of trails and location of trails
15 is an important part of an efficient operation. By
16 locating a trail in the best site for the skidding and
17 the access to the timber, the trail locator, the
18 technician can reduce potential damage to the -- again
19 to the residual trees and to the site by reducing the
20 angle of the approach to the man-made trail.

21 The photograph that I referred to, if you
22 could look at it, you will notice this is a winter
23 photograph of an area similar to the case study area,
24 tolerant hardwood maple working group. The main road
25 is seen at the top of the photograph.

1 The tree-like branches that are off it,
2 that are proceeding from it are trails and these are in
3 declining size and content and are the skids trails to
4 the individual patches of harvested timber. By
5 reducing the angle, then there is no need to pivot a
6 tree or hitch trees around a tree and causing damage to
7 that tree.

8 Another efficient system and method is
9 the reduction or limiting of the size of the hitch
10 which is the group of trees that have been picked up
11 the by the skidder operator. If he becomes
12 over-ambitious and puts too many trees on his hitch he
13 is going to have a problem in making up small --
14 travelling up he will have to stop, winch, he will be
15 required in many cases to winch and to pivot around
16 small trees or larger trees and could damage future
17 crop trees; therefore, by reducing it he can move
18 easily out to the landing without stopping and
19 starting, as well as -- which creates the possibility
20 of site disturbance from the wheels.

21 Q. Mr. McKay, could you assist the Board
22 with respect to your case study at Tab 4B of Exhibit
23 1100?

24 MR. MacKAY: A. Yes, Mr. Cassidy. I
25 would like to give one example from case study 4B,

1 Exhibit 1100 on page 13, section 6.3, the second
2 paragraph down and the last few lines of that
3 paragraph:

4 "A main skid trail was then cut from the
5 back end of the harvest block forward to
6 the skidway, usually by progressively
7 felling trees with butts facing the road
8 for easier skidding.

9 The reason we do this is twofold. First
10 of all, it minimizes site disturbance by using a
11 singular trail and also - present there are unwanted
12 poplar species - the reduction of suckering from stumps
13 if we were skidding various trails all over.

14 I would also like to give a couple of
15 examples other than the case study which we have
16 carried out in the last several years.

17 We have come upon a previously
18 unidentified osprey nest in one of our road
19 right-of-way cutting operation and we marked that area
20 off and did not allow any cutting that area at the time
21 to accommodate the occupants.

22 Also, as Mr. Hopkins has also described,
23 we do have designated winter cut areas. In our
24 situation it's usually lowland spruce areas that will
25 be very inefficient if at all possible to harvest

1 during the summer time and we will designate these
2 areas strictly for the winter time when we can get at
3 the wood and we do not disturb the site.

4 Thirdly, in isolated cases we have
5 returned to residual stands of jack pine that we
6 previously bypassed and as we return the area is
7 surrounded by advanced regeneration and, once again, we
8 will mark skids trails and confine the skidding to
9 those trails to minimize the disturbance of the
10 regeneration.

11 As I mentioned yesterday, we do not have
12 a lot of experience with extra wide or oversized wide
13 tires as Mr. Hopkins does, but we have had occasion to
14 use these particular pieces of equipment. In grassy
15 wetland areas that were surrounding jack pine stands,
16 we had installed these extra wide tires on their
17 machines, harvested the wood and taken the tires off
18 when we finished that particular block.

19 Finally, we have also changed our
20 schedule in another situation with jack pine stands
21 surrounded by very wet areas that we originally planned
22 to harvest in the summertime, but on investigation of
23 the site we realized this involved backfilling roads
24 across these grassy wetlands to access these so-called
25 islands of jack pine.

1 We would do this from borrow pits or what
2 we call pit run materials, sand, gravel composition and
3 because of the -- it's also very expensive and
4 detrimental to the site, we decided to change our
5 scheduling and harvest that particular area in the
6 wintertime. By doing this we were able to construct
7 the road of ice and snow and harvest the area and haul
8 the wood out of there and very minimal disturbance was
9 experienced because of that. That particular area was
10 then prescribe burned and aerial seeded so it was not
11 accessible in the summertime.

12 Q. Thank you.

13 MR. CASSIDY: Now, Madam Chair, what I
14 would like to do is -- that completes Sections 1
15 through 7 of the evidence and I would now like to turn
16 to each of the witnesses who is here in respect of
17 their case studies and ask them to provide you with a
18 brief overview of the harvest activities that are
19 referred to in each one of these case studies and it
20 will be necessary to refer to some slides and,
21 therefore, I would ask that the overhead be turned off.

22 The first witness I would like to turn to
23 is again Mr. Roll in respect of the case study found at
24 Tab 4A.

25 Q. Mr. Roll, perhaps you can begin by

1 indicating, by use of a slide, just briefly where the
2 case study area is again and the harvest activities
3 that occurred on the case study area?

4 MR. ROLL: A. Yes, I would like to use a
5 slide just to relocate the case study area.

6 Once again, this is the English River
7 forest, Canadian Pacific Forest Products.

8 Q. You are referring to slide 2.1; is
9 that right?

10 A. I am referring to slide 2.1 of case
11 study 4A, Exhibit 1100. Thunder Bay on this slide is
12 found in this location in the lower right-hand side of
13 the slide.

14 The main transportation corridors, again,
15 are Highway 17 and the Canadian Pacific Railway running
16 diagonally up to the upper left-hand side of the
17 screen. The English River forest is this area outlined
18 in purple on this slide in the upper left and the area
19 of the case study is in this location in the extreme
20 northwest side of this slide.

21 All the wood harvested off the general
22 case study area was moved to a spur in this location
23 and then on down the Canadian Pacific Railway to our
24 mill in Thunder Bay.

25 This is slide 2.6 from the case study 4A

1 and in a little more detail it locates the case study
2 area in the the upper right. The main transportation
3 corridor, Highway 11 -- Highway 17 and the Canadian
4 Pacific Railway running diagonally across the bottom
5 from the lower right to mid left and the main access
6 corridor going north from the highway and the railway
7 into the case study area.

8 The location of the camp that directed
9 all the activities is here, approximately three miles
10 to the east of this case study area. That's all I will
11 require of the slides right now.

12 I would like to refer the Board now back
13 to the case study itself at Tab A, Exhibit 1100, page
14 17. Beginning at this page we discuss a couple of --
15 well, three major planning considerations in the
16 general planning for opening up the entire area of the
17 case study; that is, the whole area that was harvested
18 out of what was then Camp 328, the camp responsible for
19 harvesting the case study.

20 One of the primary planning
21 considerations in terms of timber and harvest was the
22 age-class distribution in the timber immediately
23 surrounding that camp area and the harvest area. The
24 general principle was that we were going to be cutting
25 oldest timber first.

1 It happens that much of the oldest timber
2 was also some of the more distant timber from camp and
3 it was unaccessed. So as we developed the area we had
4 our road systems directed towards these concentrations
5 of oldest timber. There were to the -- generally to
6 the west, to the north and to the east of the camp
7 location.

8 Obviously we couldn't access everything
9 at once and then go in and harvest all the oldest
10 timber first, so there was a balance of harvesting some
11 of the older material away from the camp as well as
12 some of the younger age classes near the camp,
13 including the case study area which, I remind you, was
14 75 years old at the time of harvest.

15 To go along with that planning
16 consideration there was another wherein we wanted to
17 attempt to access and harvest all of the furthest
18 timber first. There are several considerations here.
19 We obviously didn't want to effect the operations in a
20 way that we were working always a long way from camp in
21 the early years of opening the camp. So, again, there
22 was a balance of further out wood and closer to camp
23 wood including the case study area, but generally we
24 did want to harvest the furthest out timber first.

25 This was a consideration because in the

1 area of the case study we are approximately 50 to 60
2 miles from Dryden and about the same from Ignace and we
3 felt that if we could harvest the furthest out timber
4 at the beginning that we would be left with timber that
5 would be accessible by commuter operations from either
6 of those communities in the future. So that was
7 another main planning consideration and how we opened
8 up that particular area.

9 Another consideration, a general
10 consideration that we used when we were developing the
11 area was that we had many stands of the type that are
12 described in the case study; that is, younger age class
13 jack pine growing on upland sites. Because of the
14 nature of these stands - I believe you have heard the
15 term before - they could be stored on the stump, they
16 could have standing inventory at roadside.

17 The country generally sandy and well
18 draining soils, the roads tend to hold together for
19 longer periods of time and rerouting the access to
20 these stands would be a minimal problem.

21 We also believe that most of those stands
22 would be the stands that we could come back to with
23 commuter operations when we changed our operations over
24 to that style. And I guess another consideration in
25 laying out those -- the block cut on concept was one of

1 wildlife considerations in that it was an area
2 reasonably close to a number of communities and it was
3 an area that was -- had been traditionally high use for
4 hunting, particularly for moose.

5 So we laid out a block cut pattern only
6 in those younger age class jack pine that could be
7 stored on the stump and the configuration was blocks,
8 approximately 50 hectares to 150 hectares. The plan
9 was to return to those, to cut the standing timber when
10 the material in the cut-overs was in the free to grow.
11 At that time that was our intent.

12 I would like to now remind the Board that
13 we are talking here of the jack pine upland cover type.
14 The stands in the case study area were both in the jack
15 pine working group, both from fire origin and they were
16 both growing on deep soils, sandy soils or sandy silty
17 sands and that type of material. The area that was
18 harvested was 121 hectares. The silvicultural system
19 used was clearcut. The entire 121 hectares had the
20 clearcut silvicultural system applied.

21 The alternatives that we had are
22 described on page 20 of Exhibit 1100, the alternatives
23 to harvest.

24 Q. Page 20 of Tab 4A of Exhibit 1100?

25 A. Of Tab A, yes.

1 Q. Yes.

2 A. We had two harvest systems to choose
3 from in the camp. Both these harvest systems had been
4 developed over time to be able to harvest on the range
5 of sites that we had in the English River Forest.

6 They were the conventional cut-and-skid
7 operations, and this was 10 -- there were 10 crews.
8 These are three-men crews, two cutters with power saws
9 and one skidder operator with a wheeled skidder. And
10 10 of these crews work in a group, they work in a
11 garage -- garage site, a portable garage under a
12 full-time supervisor. That was one option.

13 The other option I described briefly in
14 the case study overview was the Koehring shortwood
15 harvester operation. This was a shortwood to roadside
16 operation, entirely mechanized.

17 The group at camp 328 was composed of
18 five of these machines working on a double-shift basis,
19 again from a fully portable garage site.

20 The Koehring shortwood harvester I remind
21 you cut both in the felling phase as well as cutting
22 the wood to length using shears. So this became a
23 consideration in the choice of our harvest system.

24 The ground and terrain in the case study
25 area being of the sandy nature, it would support either

1 kind of a system. That was not a consideration in
2 making the decision. But the jack pine was of
3 extremely good quality, being younger age-class jack
4 pine, and the stud mill required this kind of quality.
5 The stud mill is a sawmill and very sensitive to the
6 quality of the product that it gets.

7 With the nature of shears, they're
8 hydraulically driven through the tree, there is some
9 splitting of the ends of the logs as they are cut to
10 length. This splitting would downgrade the quality of
11 the log in terms of the stud mill requirements.

12 The cut-and-skid operation on the other
13 hand utilized a power saw, there was no butt damage at
14 all in the felling phase and it utilized the slasher,
15 three-man mobile slasher to cut those -- the tree
16 length to length.

17 So because of the considerations
18 involving stud mill material, we decided to apply the
19 cut-and-skid operation in that area followed by
20 roadside slashing.

21 We began the operation, as I have
22 described several times, in the spring of '81 and I
23 have described the reasons for being in there in the
24 spring. We moved out during June and back in during
25 the fall to complete the harvest of that 121 hectares.

1 I would like to describe briefly for you
2 through a number of slides that cut-and-skid operation
3 or an example of a cut-and-skid operation. The detail
4 is found in the text from pages 21 to 28 of Exhibit
5 1100, Tab A and I would like now to go to some slides
6 from that same case study.

7 MR. CASSIDY: The Ministry of Natural
8 Resources is making an attempt to find a replacement
9 bulb which we think is the technical difficulty
10 plaguing us at the moment.

11 ---Discussion off the record

12 MADAM CHAIR: Could the Board ask the
13 parties what happened last night when you had the
14 decision about Ms. Swenarchuk's proposal?

15 MS. SWENARCHUK: We essentially reached
16 agreement on them and I was to speak to you later in
17 the day about that, if that is agreeable.

18 MADAM CHAIR: All right, fine.

19 MR. CASSIDY: There were actually a
20 number of matters that we wish to speak to you about
21 and it would probably be, in terms of time, worthwhile
22 to deal with all those at the end of the day either
23 during or after the scoping session.

24 MADAM CHAIR: Yes, we will do it after
25 the scoping session then.

1 MR. CASSIDY: Thank you.

2 Q. I think we are in a position to
3 continue now the light bulb has been replaced on the
4 slide projector. Mr. Roll, carry on.

5 MR. ROLL: A. I am not sure that that
6 slide is as well as it could get with that set of
7 lights out.

8 Thank you. This is slide 6.2 from the
9 case study 4A. It's a close-up of a power saw operator
10 using a power saw to notch, put a notch in jack pine,
11 The operation, as is described in the case study, the
12 operation of notching and felling a tree safely is not
13 one that can be taken lightly. It's an extremely
14 dangerous operation and also one that if done properly
15 can make the cutter and the crew far more efficient.
16 So it's a skilled job. So this is 6.2, it's a close-up
17 of the notch.

18 This is slide 6.3, a little bit wider
19 vision or wider view of the cutter making that notch.

20 This is slide 6.4, the cutter has
21 completed the notch, completed a back cut which is a
22 cut through the other side of the tree to allow it to
23 fall, and he's just stepping back and keeping his eye
24 on the tree as it's falling.

25 This is 6.5, another view of the same

1 part of the operation, again in a jack pine stand. The
2 cutter being careful to watch the tree in case it
3 should make any kind of a movement back towards him or
4 if any debris should fall.

5 This is slide 6.6, it's a view of a --
6 the cutter now, the felling has been completed and he's
7 out taking the limbs off the trees with a power saw and
8 topping the trees.

9 This is 6.7, another view of the limbing
10 operation and, as you can see, there's quite a tangle
11 of branches and debris in the area that he's working
12 and again I point out it is a skilled job and one that
13 cannot be taken too lightly.

14 A view of a skidder just backing into
15 what we call the face or the working area of a cutter.

16 Q. This is slide 6.8?

17 A. This is slide 6.8. The cutter is
18 standing behind some standing timber out of the way in
19 case trees are rolled back or rolled over to ensure
20 that those trees wouldn't hit him.

21 Q. I am sorry, is that 6.8 or 6.9?

22 A. That was 6.8. This is -- I am sorry,
23 that was 6.9.

24 Q. And this is...?

25 A. This is 6.10. This is a skidder with

1 a load. The skidder has the load winched up and off
2 the ground in behind the fairlead or the raised part of
3 the skidder at the rear of the skidder.

4 That is this area in the middle of the
5 picture, and there is a winch cable, a cable that goes
6 over that and chokers that around the trees here, and
7 when the operator activates the winch it pulls in the
8 trees and pulls them up towards the fairlead.

9 This is a picture of a skidder at a
10 skidway or where he's piling down the tree-length
11 material. It is photo 6.11.

12 Q. I just want to go back to photo 6.10,
13 the one you were just looking at.

14 A. Yes.

15 Q. And the fairlead that you are
16 referring to, is that what is mentioned on page 40 of
17 the witness statement?

18 A. Yes, it is.

19 Q. And that is in the second full
20 paragraph?

21 A. Yes, that's right.

22 Q. What is the effect of pulling the
23 load to the fairlead?

24 A. Well, by pulling the load into the
25 fairlead you are raising the butts of the tree-length

1 off the ground. It makes for more efficient skidding
2 in terms that you are not dragging a whole tree on the
3 ground. As well, it would minimize any ground
4 disturbance because you are lifting those butts off the
5 ground.

6 Q. I am sorry, you were now on 6.11?

7 A. Yes. This is back to slide 6.11.

8 The skidder operator is using the blade of the skidder
9 to straighten the front of the skidway.

10 As you will see in later photographs
11 there is another operation of slashing which follows
12 this and it's important that that pile is in reasonable
13 order for the skidder to be -- or for the slasher to be
14 able to operate there.

15 This is Figure 6.12 and it's a picture of
16 a completed skidway or a pile of tree-length jack pine
17 along a roadside and this is ready for the next
18 operation.

19 I would like to turn now to another kind
20 of operation I mentioned in the case study overview
21 that one of the reasons this case study was chosen was
22 that we were able to describe for you, and we have done
23 so in Appendix A of case study 4A, a modern Koehrinh
24 feller forwarder full-tree operation. I have a number
25 of slides of that type of an operation and would like

1 to just run through those now.

2 As I say, the full description of this
3 kind of an operation would be found in Appendix 4 at
4 Tab A, Exhibit 1100. This is photo 10.1 from the case
5 study.

6 MR. CASSIDY: Appendix 4, Madam Chair,
7 can be found at page 66 of Tab 4A just for your
8 reference for your notes.

9 MR. ROLL: This is a slide of a Koehring
10 feller forwarder, a close-up of the head and the bottom
11 of a feller forwarder just after it's cut. The two
12 trees that are in the arms are being held by the head.

13 The dusty appearance about halfway --
14 about the middle of the photo, the white appearance is
15 snow. There is a spinning disc saw blade that does the
16 felling cut on this machine and in snow conditions, as
17 it turns and encounters snow. You will see that kind
18 of a cloud.

19 This is photo 10.2, it's another view of
20 a forwarder, a little wider view, a feller forwarder.
21 The operator here has a tree and is just dropping it
22 into the bunk at the back of the forwarder. He
23 accumulates his load of full-tree in this bunk and then
24 proceeds to roadside.

25 This is photo 10.3. The Koehring feller

1 forwarder has a hydraulically controlled bunk. There
2 is a large cylinder at the back of the machine and when
3 he has a full load proceeds to roadside, just activates
4 that cylinder and keeps walking out from under the
5 load.

6 This is photo 10.4. It illustrates a
7 number of such piles at roadside. This is now ready
8 for the second operation, the delimbing operation.

9 This is slide 10.5. This is an older
10 piece of equipment. This is a shot of the equipment
11 that was -- the kind of delimeter that was actually used
12 in the case study area. It's a Koehring bantum tracked
13 carrier equipped with a Roger boom delimeter and the
14 delimeter strips the limbs off the wood and -- off the
15 trees and cuts the top.

16 This is photo 10.6 and I have just
17 inserted it to illustrate that we have developed
18 equipment as we proceed. What we did here was take an
19 old Koehring feller -- Koehring shortwood harvester.
20 The shortwood harvesters because of their shears and
21 because of their age were being retired. We took the
22 chassis off one of these - and actually we have done
23 this on a number of machines - we bought some
24 components from Koehring Canada and built a delimeter
25 out of it.

1 Some advantages in terms of operator
2 comfort compared to the older machines, and --well,
3 operator comfort and safety, as well as the
4 productivity is much better on this type of machine.

5 I believe the Board saw equipment like
6 this during its Dryden site visit at the Canadian
7 Pacific Forest Products camp 39.

8 After either of these operations the next
9 operation is the operation of slashing the tree-length
10 piles that are at roadside to length. The full
11 description of slashing is found -- can be found in
12 detail beginning at page 28 of Tab A.

13 I will just show two slides of that
14 operation. This is photo 6.13. It's a three-man
15 slasher. The tree-length material here is fed into a
16 trough at the bottom of the machine here. There is --
17 you can see in this slide there are two cabs, there is
18 one here and one here (indicating) also hidden by those
19 two cabs there is a third cab at the back of the
20 machine.

21 The man in this cab activates the trough,
22 forwards the wood to the saw, the saw cuts the wood,
23 the wood falls down into a trough that is just hidden
24 over in this location (indicating), then this operator
25 unloads the shortwood and piles it down on this side of

1 the road.

2 So the tree-length from this side of the
3 road is processed and piled back down on this side of
4 the road. The trend in Industry is to get away from
5 these types of large slashers and towards one-man
6 slashers which are a lot smaller and a lot simpler than
7 a machine like this.

8 Again, I believe the Board viewed a
9 slasher during its Dryden site visit.

10 I would like now to turn to the haul.
11 Again I don't think we have talked a lot about this
12 aspect of our industry and I guess it's difficult to
13 see where it fits into some of the activities we have
14 described as harvest, renewal and so on, but it is an
15 essential part of our operations, and generally the
16 haul is considered to be part of our woodlands
17 operation responsibility.

18 I have again a number of slides to
19 illustrate. I begin with -- or this is slide 6.14.
20 It's wood at roadside after slashing and just before
21 the haul.

22 Slide 6.15, this is a view of a modern
23 bush haul truck. This is the kind of haul truck that
24 operates only on bush roads. It wouldn't be a licensed
25 truck, it would be too large for a licensed truck, so

1 it operates only on our bush roads. Heavy duty truck
2 and trailer.

3 View of an empty truck on a primary haul
4 road.

5 Q. What slide number is this?

6 A. This is slide 6.16. A view of a haul
7 truck being loaded. In behind the truck there is a
8 tracked knuckleboom motor. The body of the loader is
9 here, you can see the bottom here, and it is loading
10 the 8-foot wood or the 254-centimetre wood on the
11 trailer of that truck.

12 Q. This is slide number...?

13 A. 6.17. Slide 6.18, this is a loaded
14 truck. You can see on top of the load the operator
15 here is straightening some of the sticks that are along
16 the top of the load ensuring that he's got an even load
17 at the top.

18 He also takes some chains or cables and
19 runs them back over the load to ensure that the load is
20 well secured prior to moving away from the loading
21 site.

22 This is 6.19. It's a view of a truck, a
23 full truck, a loaded truck that has just entered a spur
24 area or a railway spur area.

25 This is 6.20, it's a view of a front end

1 loader unloading a truck. The wood can then either be
2 piled down at the spur or loaded directly on to rail
3 cars. In either case the loader operator would use a
4 device like this.

5 This is slide 6.21, it's -- we call it a
6 squeeze. Just to describe what it does -- and it's
7 purely mechanical, it's not powered in any way. It
8 just uses the weight of the wood, the weight of the
9 clam. As the operator drops his clam into this machine
10 the two plates at the side -- that's this plate and
11 this plate (indicating) --

12 Q. You are referring to the side panels
13 of that piece of equipment?

14 A. Yes, I am. They come together and
15 they even up the ends of the wood. This makes it
16 easier to load into the rail cars, as well as, if he
17 puts that directly in the pile and it's that straight
18 he can remove it from the pile that way in order to
19 reload the rail cars at a later date.

20 This is 6.22, it describes the front end
21 loader loading a rail car.

22 And this is 6.23, it's a series of loaded
23 rail cars ready to be picked up by the railway and
24 forwarded to the mill. That is all the slides that I
25 have.

1 The entire operation, as I stated in the
2 overview, was supported by a major camp facility. We
3 employed full-time approximately 90 men to support
4 these operations to actually do the operations and to
5 support them.

6 All the wood that we did cut off the
7 harvest from the case study area was taken to Thunder
8 Bay to be utilized at our mill there.

9 Q. And what were you manufacturing at
10 that mill?

11 A. Out of those products it would be
12 kraft pulp, lumber and newsprint.

13 Q. Thank you, Mr. Roll.

14 Mr. Hopkins, I would like to move on to
15 you in respect of case study 4D found at Exhibit 1100
16 and ask you to provide an overview of the harvesting
17 activities to the Board.

18 And I would ask you to commence by just
19 re-orienting us as to where your case study is on the
20 map. I understand you wish to refer to Exhibit 1105 to
21 do that?

22 MR. HOPKINS: A. Yes, I will. I am
23 referring to Exhibit 1105. The case study area, case
24 study D is located in the Clay Belt area of the
25 undertaking.

1 The case study referred to is located
2 right there, which is about 80 kilometres north of the
3 Iroquois Falls mill and the Iroquois Falls mill is
4 located in the Town of Iroquois Falls in the southwest
5 corner of our licence of the FMA.

6 Q. Which is highlighted in yellow in
7 Exhibit 1105?

8 A. The FMA is highlighted in yellow,
9 yes. All the wood produced on the case study areas
10 referred to in the case study was delivered to the
11 Iroquois Falls mill and was utilized in the making of
12 newsprint.

13 The silvicultural system in place, as
14 described in the case study, was the clearcut
15 silvicultural system demonstrating both artificial and
16 natural regeneration techniques used. In our opinion,
17 this was the appropriate silvicultural system for the
18 case study sites and Dr. Methven will be providing
19 detailed evidence on silvicultural systems in his
20 evidence later.

21 The rationale for the regeneration
22 alternatives will be explained by Mr. Gemmell in the
23 renewal panel following.

24 I will just review the harvest systems in
25 place. Prior to the 1970s, the harvesting system was

1 manual felling with chain saws, utilizing horses and
2 cable yarders forwarding 16-foot wood. At the time of
3 the case study in 1979/80 the harvesting system was
4 tree-length harvesting by manual falling of chain saws
5 and delimbing and use of -- and forwarding with
6 conventional cable skidders equipped with 24-inch wide
7 tires. At the time of the case study this was the
8 appropriate harvesting systme for the sites and species
9 involved.

10 A rational decision was made with respect
11 to the timing of harvest to facilitate the regeneration
12 method in light of the harvesting system in use. Today
13 the harvesting systems available allow a broader range
14 of choice. In addition to choosing the timing of
15 harvest of lowland sites, a supervisor can also select
16 high flotation equipment to best suit these sites as
17 they are encountered.

18 The development of full tree mechanized
19 harvesting equipment has resulted in safer, more
20 comfortable working conditions, as well as reducing
21 impact on our sites.

22 I have chosen three photographs to
23 illustrate some of the points covered, if I could have
24 the lights. This is from Exhibit 1101, case study 4D.

25 Q. Photo number?

1 A. 7.9. This shows the wide high
2 flotation tires now used on all our cable skidders
3 during the frost-free season and I believe the Board
4 members saw these tires equipped on skidders at the
5 Spruce Falls operation on the Kapuskasing site visit.

6 I would like to point out the rack on the
7 back of that machine that the supervisor is touching.
8 That rack is used during the summer tree plant for
9 transporting trees to the planters. That particular
10 modification resulted from employee and supervisor
11 suggestions and since then we have built several of
12 these and that has become our normal method of
13 transporting trees on the tree plant operation and this
14 is just a small example of the integration I was
15 referring to at the start of our presentation
16 yesterday.

17 This is photo 6.8 and I've just put this
18 photo in to indicate the advanced growth I've been
19 referring to. The advanced growth can be seen in this
20 photograph as the small trees in the foreground. These
21 trees have been left after the harvesting has taken
22 place and you can see the feller buncher that's working
23 in the background in the top right-hand corner.

24 The development of the mechanized full
25 tree harvesting systems that we have now have allowed

1 us to protect this advanced growth on certain sites and
2 we were able to use that, protection of the advanced
3 growth, as a natural regeneration technique. I believe
4 the Board also saw this technique being used in
5 Kapuskasing Spruce Falls operation and they call this
6 technique HARO.

7 This is photograph 6.11. Again, these
8 are high flotation tires, however, they are mounted on
9 a grapple skidder. The grapple is the clam device that
10 we are looking at at the back of the machine. I use
11 this photograph to emphasize the fact that our
12 supervisors and employees know that a grapple skidder
13 is -- because of its weight distribution is not able to
14 work on as soft a site as a cable skidder equipped with
15 wide tires.

16 This is a very fine distinction that may
17 not be known by people not directly on the ground
18 working with this type of equipment on a day-to-day
19 basis. However, it is used by the supervisors and
20 employees in their judgment of the best appropriate use
21 of the harvesting systems that we have available to us.

22 Q. Mr. Hopkins, can I take you back to
23 slide 6.8 for a second. What is the white material
24 pictured in this photograph?

25 A. That's snow.

1 Q. Thank you. It's not rock?

2 A. No, that's a lowland spruce site and
3 it is harvested during the snow -- during the winter.

4 Q. Great. Thank you.

5 A. This is photo 6.13. This is a shot
6 of a Lokomo clambunk forwarder that I've been referring
7 to. Presently we have four at a total cost of
8 \$1.7-million. These machines exert a lower ground
9 pressure than conventional tired skidders equipped with
10 wide tires or grapple skidders equipped with wide
11 tires, as well as exerting less ground pressure they
12 reduce the amount of travel on the sites. They now
13 form an integral part of our silvicultural and
14 harvesting systems.

15 It has been our experience that the
16 flexibility to utilize in a wide range of harvesting
17 alternatives will encourage further positive
18 developments in harvesting equipment.

19 Q. Thank you, Mr. Hopkins. If I could
20 then turn to you Mr. Johnston in respect of case study
21 4C, Exhibit 1100, the Abitibi-Price Lakehead Woodlands
22 case study and ask you to describe the harvesting
23 activities that occurred on that case study.

24 I would first ask you just to reorient us
25 again by way of reference to Exhibit 1105 where your

1 case study area is, and I don't believe you have any
2 slides to show in this so we can turn the lights on?

3 MR. JOHNSTON: A. Yes, Mr. Cassidy.

4 Madam Chair, the Spruce River Forest is located right
5 here on the map, it's the upper left-hand portion of
6 the map. It is highlighted in yellow and the case
7 study area is located at the top of the dot.

8 The case study is approximately 30 miles
9 north of Thunder Bay which is located directly below
10 the Spruce River Forest and the Wolf River Road which I
11 will be referring to runs right along the bottom of the
12 Spruce River Forest.

13 The Wolf River Road was originally built
14 by Abitibi-Price as a harvest road. The Ministry of
15 Natural Resources took over responsibility for this
16 road in the 1960s and it then became a forest access
17 road.

18 Harvesting in the case study area
19 occurred on three separate occasions. In 1954 to 1956
20 the harvest was conducted by Abitibi-Price; in 1971 to
21 '75 and again in 1982 the harvest was conducted by
22 third party operators.

23 As I stated earlier, the first cut was
24 carried out by workmen manually felling the trees using
25 a buck saw and ax and then bucking the trees into

1 eight-foot pulp wood size for pulp mill furnish. This
2 was called the cut and pile method. The piles of
3 eight-foot pulp sticks were then carried to roadside by
4 mechanical skidders and the market demand was mainly
5 spruce to be made into newsprint.

6 Q. Could you just bring the mike a
7 little bit closer to you, please.

8 A. In more difficult hilly terrain and
9 mixed wood stands, these workmen would manually fell
10 the spruce trees and a horse was used to skid them to
11 roadside where they were then bucked into eight-foot
12 pulp sticks or into saw logs if they were large enough.

13 Changing market demands enabled us to
14 return to the area for two more harvests. On the
15 return cuts, poplar, jack pine, cedar and spruce that
16 was left in the mixed wood or spruce that has since
17 matured was harvested. On these return cuts, the cut
18 and skid method that was used is the same one that was
19 described in the Canadian Pacific Forest Products case
20 study by Mr. Roll earlier.

21 As I stated earlier, third party
22 operators harvested the two return cuts. They were
23 given maps showing remaining values and areas that were
24 already regenerated were identified. They were
25 instructed to remove all marketable values so that

1 further regeneration projects could be carried out more
2 efficiently.

3 The silvicultural system chosen was
4 clearcutting and will be discussed by Dr. Methven
5 later. The variety of marketable values today makes
6 regeneration easier and more cost efficient because
7 most timber values have been removed in a single
8 harvest leaving the area cleaner for mechanical site
9 preparation and planting.

10 This case study is an example of how
11 market demands for wood supply direct the harvest
12 activities and why it is necessary for us to have
13 flexibility in plans for harvesting activities. This
14 case study also illustrates that the two return cuts
15 were a result of changing market demands.

16 Q. Thank you, Mr. Johnston.

17 Mr. Murray, I believe we turn to you next
18 for an overview of the harvest activities which
19 occurred in your case study found at Tab 4E of Exhibit
20 1100.

21 Would you please commence by giving us
22 just a brief explanation of where your case study is,
23 and I believe you will be referring to Exhibit 1105.

24 MR. MURRAY: A. I will be referring to
25 Exhibit 1105.

1 As the Board will remember, case study 4E
2 is located in the Great Lakes/St. Lawrence forest
3 region. It is 32 kilometres southwest of -- excuse me,
4 northeast of the town of Huntsville. It is on that
5 little dot if you can see it there. It's located on
6 the Bracebridge Crown management unit. It is typical
7 of the 29 Crown management units in the Great Lakes/St.
8 Lawrence which tolerant hardwood maple is found.

9 I am going to use some overheads, Madam
10 Chair, just to further describe the location. This is
11 the -- is that clear enough? I guess it will do.

12 This is the case study area. It is --
13 the green area, as you will remember, is the case study
14 specifically.

15 Q. Mr. Murray, is this Figure 8 in your
16 case study?

17 A. Yes, this is referring to Figure 8 in
18 the case study on page 18 I believe it is. And I also
19 should mention that the -- in the case study 4E the
20 harvest section is found on page 21 to 28.

21 MR. CASSIDY: Figure 8, Madam Chair, is
22 found on page 19 of the case study, the fold-out.

23 MR. MURRAY: This overhead is a component
24 that was presented in the case study itself.

25 The green area, type 418, is the case

1 study area. It is tolerant hardwood maple working
2 group and the Crown management unit forester
3 selected -- would use the silvicultural selection
4 system because the components of the stand met the
5 criteria for that system.

6 The stand was marked by the Ministry of
7 Natural Resources prior to the harvesting and the road
8 then was placed -- locations were made and the roads
9 were located.

10 MR. CASSIDY: Q. These are the roads you
11 have described in the access panel?

12 MR. MURRAY: A. Yes, these are the roads
13 described in the access panel.

14 Q. And this road network can also be
15 found on Figure 8 on page 19; is that correct, Mr.
16 Murray?

17 A. That's correct. This is part of the
18 same picture. These are component portions of that
19 description. The roads were located and the next
20 step -- they were built, as we described in access, and
21 the next step was of course the harvesting operation,
22 the harvesting activity.

23 MR. CASSIDY: As a result of these being
24 on that figure, Madam Chair I don't propose to have
25 these entered as exhibits, these overheads.

1 MR. MURRAY: What I have placed now on
2 the overhead is the actual area of the case study and
3 the case study itself which is the green area under the
4 cross hatching.

5 Having located the roads, the next
6 process -- this is a little bit ahead of it because
7 prior to the cutting the crews are available. In this
8 particular operation there were six crews to -- what
9 are known as pony gangs, these are two-men crews using
10 an articulated rubber tired skidder with a cable and
11 winch.

12 The six crews were to be located at
13 various spots in the area of the undertaking and this
14 was done by the crew foreman, the cut and skid foreman,
15 who took each crew separately to a location and the --
16 if you will notice the block dots on the map indicate
17 what is known as landing areas. Each crew would
18 operate basically to a landing.

19 The foreman would take the crew and walk
20 the area of the proposed block, cut and block, with the
21 crew showing the mid-boundaries of the location, any
22 areas of concern, any problems areas, anything to watch
23 out for and the crews then would proceed to commence
24 harvesting.

25 The trails in most cases were pre-located

1 and in many case were perhaps even pre-cleared with the
2 tractor, just a trail made for the skidder to use. The
3 pony gangs, the feller starts -- the cutter or feller
4 as he is called starts manually felling with his chain
5 saw at the back of the stand, back end, and he proceeds
6 to work his way forward.

7 The skidder in the same sense takes a
8 hitch of trees and forwards them out to the landing.
9 The cutter at the time of felling of the tree -- and I
10 described of course he uses directional felling, et
11 cetera, but at that time he will also identify the
12 location of the log cut to be made on the tree because
13 he has the best opportunity to determine the quality of
14 the product that will develop. He had seen it
15 standing, he had seen it on the ground and he will
16 identify with a small mark by a saw where that tree is
17 to be cut.

18 The tree is tree-length skidded.
19 The harvesting method was tree-length forwarding. The
20 tree is skidded in tree lengths, usually four or five
21 trees to a hitch depending on the size, to the landing
22 site at which point the skidder operator gets off,
23 drops the hitch to the ground and then proceeds to cut
24 them into appropriate logs. He then turns around and
25 pushes the logs into a small deck. That is one method

1 that is -- that was the method used on this particular
2 operation.

3 I think now that's it for now, I will
4 return and proceed to describe the alternatives.

5 Q. Before you do that, Mr. Murray, I
6 just want to be clear. The red cross hatches, what did
7 they represent on Figure 8 in this overhead?

8 A. The red cross hatch refers to the
9 actual area cut in the operation of G.W. Martin in this
10 particular location for that operating period.

11 Q. And where that overlaps with the
12 green area on Figure 8 and on this overhead, that is
13 the case study area that was harvested; is that
14 correct?

15 A. That's correct. That is the actual
16 case study period, the green area under the cross
17 hatch. I forgot to mention, this operation took place
18 in the -- basically in August of 1986.

19 The reason that you see roads extended
20 beyond the cutting area, the harvesting area is that
21 they will be returned to -- the crews were moved from
22 this point to an area inside Algonquin Park actually
23 where cutting is not permitted during the summer months
24 of July and August, but they do recommence in the fall
25 and because of that these areas which are outside the

1 park are retained to use during that period of and
2 retained within the park area to give a balance.

3 Q. Thank you.

4 MR. CASSIDY: Is it the Board's intention
5 to break at 10:10?

6 MADAM CHAIR: Yes, it is, Mr. Cassidy.

7 MR. CASSIDY: Q. Go ahead, Mr. Murray.

8 MR. MURRAY: A. There were options
9 available to the G.W. Martin organization with regard
10 to the harvesting method. In the Great Lakes/St.
11 Lawrence area, the three methods used were shortwood,
12 tree-length and full tree.

13 Generally, though, it is either shortwood
14 or log length as it is generally called there and the
15 tree length. The shortwood -- or the log length method
16 is generally used by the smaller operators who, because
17 of constraints of equipment size and/or the size of
18 their operation and the fact that it is not a full-time
19 vocation, will often then use the smaller equipment.

20 The case study area -- in the area of the
21 case study the use of a horse or small tractors is not
22 practical, although those are our options in the area.
23 The use of grapple skidders, which are the larger units
24 that the Board has seen demonstrated in illustrations,
25 are impractical in the use in the selection system

1 because of their inability to pick up selective trees
2 and the random trees, use of high flotation hires is
3 not practical because of the problem of potential
4 impact on the residual stand. Many young regenerating
5 trees just don't need that large area and you just
6 don't need the bearing capacity.

7 The equipment depends on the harvesting
8 method and in the case of study as it was, the
9 tree-length system was being used, therefore,
10 articulated rubber tire skidders were the chosen
11 option.

12 I've described briefly in the overhead
13 the procedure used, the way the foreman took the crews
14 to the back and worked with them. During the
15 harvesting, during the cutting there is a continual
16 supervision on these men, on the crews, pony gangs by
17 both the company foreman who is checking out the fact
18 whether our trees are being left, whether there is
19 damage being done, et cetera.

20 The Ministry of Natural Resources is also
21 on the site regularly to check with regard to
22 compliance with the regulations that may have been
23 attached to the planting permit, cutting boundaries, et
24 cetera.

25 The completion of the forwarding to

1 the -- off road forwarding to the landing and the log
2 being pushed up, they are hauled by truck to the site
3 of the mill using somewhat smaller vehicles. These are
4 licensed vehicles. They are large but they are
5 generally self-loading type of vehicles which the Board
6 may have seen. They have a hydraulic loader mount on
7 the back of the truck, they load the truck and the
8 trailer. Because of the trailer they are a little more
9 capable of handling the -- navigating the lower
10 geometric standards that often used on the roads.

11 There is a broad range of species
12 produced in the Great Lakes/St. Lawrence and even on
13 the case study there were a number of species: birch,
14 maple, hemlock, spruce, beech, a few scattered hardwood
15 known as other hardwood, such as cherry.

16 The log quality varies from the veneer
17 quality log which will be cut into veneer - and I can
18 illustrate later how that is done in a photograph -
19 down to the lower grade log, as I've mentioned in the
20 case study, the firewood component, the cleaning of the
21 stands.

22 They all have a very -- there is a broad
23 range of values and just for comparative purposes I
24 would like to mention to the Board the price per log
25 and I am using this to describe the value of an average

1 sized log. A veneer log could run between 50- to \$60
2 per log, it is valued at the mill site; a quality
3 sawlog, that's a No. 1 grade sawlog, that runs between
4 12- and \$15 per log. A low grade sawlog could run
5 between 8- and \$10 and the firewood type log would be
6 as low as 2- to \$4 a log.

7 On the average harvest, the range of
8 quality of logs can vary of course, but it would be
9 something like about 3 per cent of the logs produced
10 would be the veneer quality log. The quality sawlog
11 would range in around 40 per cent. Low grade sawlogs
12 would be about 27 per cent and the pulpwood type --
13 excuse me, firewood, pulpwood type log, and they would
14 be about 30 per cent in the total reduction.

15 The logs from the G.W. Martin operation
16 are winched to the Huntsville sawmill and the veneer
17 quality logs are shipped to their veneer mill in
18 Rutherglen which is near North Bay. The by-products of
19 the sawmill such as chips and sawdust were sold to pulp
20 mills and fire board plant.

21 The lumber produced at the sawmill is
22 primarily maple and it again ranges in quality
23 depending on the quality of the log. However, about 30
24 to 40 per cent of the product of the log, of the maple
25 log is a grade which is a lower grade and it was

1 shipped to G.W. Martin -- after cutting and kiln drying
2 it was sent to the G.W. Martin strip hardwood flooring
3 plan in Huntsville. That plant uses a great deal of
4 this low grade material, not only from the Martin mills
5 but also from other suppliers such as McCrae.

6 Q. Did you say McCrae?

7 A. J.S.L. McCrae. The Board I believe
8 visited the J.S.L. McCrae mill, a sawmill very similar
9 to the type of our plant.

10 Finally, I'd like to make just a few
11 comments on the variations that are found in the Great
12 Lakes/St. Lawrence area, variations that would be from
13 the case study.

14 There are occasions where tree-length
15 harvesting is carried out on hardwood. J.S.L. McCrae
16 was an example of that. All logs are taken out in
17 tree-length to the mill site where they are slashed
18 into the various products and low or high grade logs go
19 into to the two mills or into chips. G.W. Martin also
20 uses tree-length in some of its operation but not in
21 the case study area.

22 On the landings, in some cases rather
23 than manual bucking of logs there are occasions when
24 slashers are used, a one-man or two-man slasher can be
25 used.

1 As to the matter of harvesting systems --
2 excuse me, silvicultural systems, there are occasions
3 on the Great Lakes where patch and clearcutting of the
4 tolerant hardwood that does not meet the criteria
5 selection is carried out. I believe, again, the Board
6 visited with Mr. Hynard in Minden and they had some
7 examples of that.

8 And finally in the Great Lakes/St.
9 Lawrence the pine working group, red and white pine,
10 primarily white pine, is a fairly significant portion
11 of the Great Lakes and, of course, it uses a system of
12 shelterwood management. And the Board again visited, I
13 believe on that same tour, some shelterwood management
14 in Algonquin Park area, the Algonquin Forestry
15 Authority,, they use both the uniform shelterwood and
16 the seed tree system as well.

17 And finally, because of its nature, the
18 Great Lakes area does have components of the boreal
19 forest species such as poplar, white birch and in small
20 wet locations black spruce and white spruce in those
21 locations. The prescriptions as applied in the ground
22 rules in the boreal region applied as well in the Great
23 Lakes area harvest at that time.

24 In conclusion I would just like to run a
25 few slides through for the Board.

1 MR. CASSIDY: These slides again may be
2 found in Exhibit 1101.

3 Q. Would you please make sure you
4 identify each slide number, Mr. Murray?

5 MR. MURRAY: A. Yes. This is slide --
6 these are all referenced on page 27 of the case study.
7 This is slide 6.3 and it is merely a depiction of a
8 crew foreman and a -- I should add that again these
9 were not on the case study, these are representative of
10 it. This picture was taken by the Algonquin Forestry
11 Authority and one of their supervisors is talking to
12 one of their contractors who in turn, they are
13 discussing some problems -- or they're discussing with
14 a cutter.

15 This is slide 6.1. This is merely a
16 depiction of a cutter felling a large hardwood tree.
17 The same problems -- or problem with safety, care must
18 be taken as Mr. Roll mentioned in his and it must be
19 even more so in many cases because of the nature of the
20 heavy hardwood tree and the erratic -- in some cases,
21 erratic way that they may fall.

22 This is slide 6.2. It's a typical
23 skidder used in the Great Lakes/St. Lawrence Forest
24 region and in other parts of the undertaking. He's
25 skidding out some hardwood logs - one, two, three,

1 four, five, six. He's approaching the skidtrail at an
2 angle and it will be his requirement to ensure that he
3 doesn't damage the residual trees and the young
4 regeneration.

5 This is slide 6.4. This is the slide I
6 referred the Board to previously as a photograph. It's
7 depicting a winter operation, again from the Algonquin
8 Forestry Authority in which you can see the skidtrails
9 fanning out from the central area and the attempt to
10 ensure that they follow a pattern that will have
11 minimum impact on the area.

12 This is slide 6.6. This is a landing
13 crew. This was not the type of bucking that was -- as
14 they term, bucking the logs that was used in the case
15 study. In this particular instance the logs were
16 brought out to a particular landing and a man with a
17 chain saw and another man who was charged with the
18 responsibility of getting the maximum quality from that
19 log. The logs would then be picked up by a front-end
20 loader and put in pile or loaded directly on the truck.

21 In this particular slide, this is again
22 slide No. 6.7, and this is provided by the Algonquin
23 Forestry Authority where they were actually decking
24 logs with a front-end loader in preparation for
25 shipping. These are quality sawlogs and they would

1 have a number of different skid piles based on the
2 quality of the log, whether it was a sawlog, veneer
3 log, firewood log, pulpwood or what.

4 This is slide 6.8, and these logs bring
5 joy to the heart of any hardwood forester. These are
6 large yellow birch and maple veneer quality logs.
7 These are the very high quality, high-priced logs that
8 I mentioned previously. These logs as I mentioned too
9 would be transported to the G.W. Martin veneer mill.
10 And if the Board hasn't had the opportunity to see a
11 veneer mill operating, it's something that is
12 worthwhile.

13 The logs are cut to approximately 8-foot
14 length. They are placed into a large lathe on what is
15 known as chucks. These are steel circles that imbed
16 themselves in the end of the log. The log is then
17 rotated against a sharp knife and that is how the
18 veneer is peeled off. It comes off at approximately a
19 28th or a 30th of an inch in thickness, is dried in
20 dryers, it then is clipped into the various widths
21 based on its quality and they are sorted into the
22 various grades.

23 The end product will end up in a number
24 of places. I don't see any in this particular room,
25 but most hospital doors are made of yellow birch veneer

1 and it end up in panelling, furniture, a varied number
2 of...

3 Finally, this is a slide of the
4 harvest -- or the loading aspect and the trucking.
5 This is kind of a front-on view - this is slide 6.9,
6 excuse me - and this self-loading truck is taking logs
7 from the deck and placing them on the truck and they
8 will be taken to the mill site, wherever in this
9 particular case that would be.

10 That concludes my slides and
11 presentation.

12 MR. CASSIDY: Madam Chair, it's 10:10
13 and I suppose we could have the morning break.

14 MADAM CHAIR: Yes, Mr. Cassidy.

15 ---Recess taken at 10:10 a.m.

16 ---On resuming at 10:35 a.m.

17 MADAM CHAIR: Please be seated. Mr.
18 Cassidy, I caught a few of your remarks at the end of
19 the break--

20 MR. CASSIDY: Oh-oh. What did I say?

21 MADAM CHAIR: --about cross-examination
22 tomorrow and possibly finishing Panel 5.

23 MR. CASSIDY: Panel 6.

24 MADAM CHAIR: Panel 6. We don't know
25 what time Mr. Hanna is going to show up tomorrow. I

1 was assuming it was first thing in the morning, Ms.
2 Devaul is not sure. So I think that the Ministry of
3 Natural Resources and the Ministry of the Environment
4 should be prepared to go on tomorrow morning in the
5 event he isn't here.

6 MS. SWENARCHUK: Dr. Quinney told me
7 yesterday when I spoke to him that they would be flying
8 up tonight, so I assume they'll be here.

9 MADAM CHAIR: Oh well, then that will be
10 fine. All right, good. Thank you.

11 MR. CASSIDY: Great.

12 Q. Mr. MacKay, could you complete this
13 segment of the evidence by providing the Board with an
14 overview of the harvest activities in the case study
15 you represent, the case study found at Tab 4B?

16 MR. MacKAY: A. Yes, that's right.

17 Q. And I understand you wish to refer to
18 Exhibit 1105 to illustrate where the case study is once
19 again for the Board?

20 A. Yes, that's correct. Okay. On
21 Exhibit 1105 we see here the E.B. Eddy FMAs, Sudbury
22 about in this location, and it's about 80 miles
23 northwest of Sudbury the actual case study area.

24 I would also like to refer to a couple of
25 more exhibits to show this in a little bit more detail.

1 This is Exhibit 1112 presented by Mr. Waddell in the
2 case study overview and it just shows the three E.B.
3 Eddy FMAs in a little bit more detail. Here's the case
4 study area, Sudbury here, and our Espanola pulp mill
5 here and the Nairn Centre lumber mill is here.

6 And there is one more that even shows
7 this in a little bit more detail. Okay. This shows
8 the actual case study area, this consists of four
9 blocks --

10 Q. This is Exhibit 1113?

11 A. Yes, I am sorry 1113. Consists of
12 four blocks A, B, C and D. Blocks A and B as mentioned
13 by Mr. Waddell had the aspen overstorey removed and
14 blocks C and D had the aspen overstorey maintenance,
15 and I will discuss that a bit further.

16 The harvest in the four case study blocks
17 was carried out in 1980 and in all four blocks the
18 method of harvesting was conventional cut limb, top and
19 skid. The system we used is almost -- or very similar
20 to what Mr. Roll has explained this morning with his
21 slides of the cut-and-skid operation.

22 At the time of the harvest we had three
23 options to choose from in our harvesting system; that
24 was the mechanical, semi-mechanical and a conventional
25 system. We chose the conventional cut-and-skid because

1 of the areas that we were operating in, and if I could
2 have the one slide I could slow this in a bit more
3 detail.

4 Q. Just while we are waiting for that,
5 what silvicultural system was used?

6 A. We used the -- in all four blocks
7 used the silvicultural system of clearcutting, and as
8 Dr. Methven will explain, this is appropriate system
9 for the jack pine species.

10 This slide is not the case study area,
11 it's slide 2.3 from Exhibit 1101, case study 4B. As I
12 said, it's not the actual case study area, but it's
13 very representative of the kind of stand composition
14 and terrain in the areas.

15 Q. Would you just give us a brief
16 description of the terrain as depicted by this
17 photograph?

18 A. Yes. As you can see the stand
19 composition is a high component of aspen mixed in with
20 mature jack pine and, although you cannot see it very
21 well in this slide, there is various areas of bedrock
22 outcrops and some surface boulders which came into play
23 when we decided which system to use there, being the
24 conventional.

25 These stand compositions and terrain

1 would limit the manoeurability and applicability for a
2 mechanical system. I should add though that with our
3 present day harvesting systems we would not hesitate to
4 operate in this area with the mechanical system with
5 the developments that have taken place in the last 10
6 years.

7 As I mentioned yesterday, we did not
8 harvest the poplar, the aspen in this area. There was
9 no market for the poplar and today that remains the
10 same. In 1980 our Espanola pulp mill was using in the
11 order of 25,000 cunits of poplar a year. This was
12 easily furnished by local suppliers in the area. Since
13 1980 our Espanola pulp mill has expanded and we are now
14 using in the order of 100- to 110,000 cunits of poplar
15 at our Espanola mill site, but the situation is
16 unchanged in that this can still be supplied by the
17 local suppliers in the Espanola area.

18 I should mention that third parties have
19 come on to our FMAs to harvest poplar, but not in a
20 pulpwood form. They have come on to cut veneer -- I am
21 sorry, to cut poplar for veneer and specialty products
22 such as waferboard, but this overall is a small volume
23 of the total cut in our area and, as I say, it has not
24 been for pulpwood.

25 We believe that there may be a market

1 developed for the aspen in our area and because of this
2 we have carried out two experiments in the last year
3 and a half where we have cut I think about 2,000 --
4 yes, 2,000 cunits of poplar as an experiment using our
5 mechanical system. We did this to determine
6 suitability of the mechanical equipment in harvesting
7 poplar, first of all because the silvics of it are such
8 that poplar is much heavier per unit volume than jack
9 pine, and also as we see the niche for this market or a
10 need for this market or a market arising in the future,
11 we want to start preparing ourselves for that potential
12 market. That is about it.

13 Q. All right, thank you. Could we have
14 the lights back on.

15 MR. CASSIDY: All right. I would now
16 like to turn Madam Chair --

17 MR. MacKAY: Excuse me, Mr. Cassidy.

18 MR. CASSIDY: I am sorry.

19 MR. MacKAY: I would just like to
20 mention, there is more detail about the aspen on pages
21 18 of Exhibit 1100 in case study 4B, the bottom of page
22 18 and three quarters of the following page, 19.

23 MR. CASSIDY: Thank you. Madam Chair, I
24 would now like to turn to Dr. Methven in respect of
25 Section 8 of the witness statement commencing on page

1 42, and just have your indulgence.

2 Q. And, Dr. Methven, perhaps you could
3 summarize this section for the benefit of the Board?

4 DR. METHVEN: A. Thank you, Mr. Cassidy.

5 Madam Chair, Mr. Martel, I would like to
6 open first of all with a quote from Dr. Holling which
7 can be found on page 46 of the Exhibit 1121, the
8 statement of evidence. The quote is:

9 "For impact assessment as a review
10 process, the intensity of disturbance by
11 man cannot be assessed simply by its
12 absolute magnitude, it must at the least
13 be measured in terms of degree of
14 variability that has been historically
15 experienced."

16 I think, therefore, it might be useful if
17 we take a very short trip into the past to see where we
18 came from or at least where the forest came from. And
19 so I might ask if we could cast our imaginations back
20 around 400-million years or so, back to Silurian when
21 land plants first evolved.

22 At that time the oceans and the seas of
23 course were teeming with life, but the land was totally
24 devoid, nothing but rock, rubble, sand and soil, very
25 active volcanos, earthquakes, storms, droughts, what

1 have you, very hostile environment in other words, yet
2 in spite of this biological organisms - being what they
3 are, always looking for an empty space - some species
4 did manage to work their way up out of the oceans
5 through the entidal zone and up onto the land. A
6 remarkable fete when you think about it.

7 Now, by Carboniferous, a hundred, two
8 hundred million years or so later, the land was
9 dominated by forests. These forests of course are now
10 the source of our coal, oil and gas that keeps our
11 civilization going at the moment.

12 This period was then followed by another
13 period, the Permian, with great droughts, glaciations,
14 very hostile environments which caused these forests of
15 course to re-adapt and evolve other mechanisms to
16 survive, and they did so of course.

17 And in the Triassic we found another era
18 of large vast forests covering the landscape, went
19 through all kinds of other problems with the
20 environment, through the Miocene and Pliocene until we
21 came through our glaciations, and our current period,
22 of course, in the Pleistocene where we've had four of
23 them, and the most recent only left this landscape
24 about 9- or 10,000 years ago.

25 Associated of course with this large

1 climatic and disturbances of course is fire, one of the
2 major portions of the landscape. This was the penalty
3 that plants paid of course for dominating the landscape
4 as they created organic matter that would then allow
5 lightning ignitions and fire to occur. So they did
6 succeed in moving on to land but they did pay a price.

7 However, in Ontario as you know fire is a
8 very dominant part of the landscape. The plants and
9 other species have fully adapted to it and have evolved
10 to survive in the face of this environmental
11 disturbance and the net result is they are highly
12 resilient and able to withstand all kinds of
13 disturbances.

14 Now, in Ontario at the moment the
15 forest -- at least not the moment, but in the past,
16 until we started fire suppression the fire cycle was
17 approximately a hundred year fire cycle or 50 to
18 100-year fire cycle, which meant that approximately 1
19 to 2 per cent of the land was being burned over every
20 year on average.

21 The Ontario Ministry of Natural Resources
22 has a very efficient and effective fire management
23 organization, the Aviation Fire Management, and they
24 have managed to reduce this.

25 MR. CASSIDY: Just a second.

1 MS. SWENARCHUK: I am having great
2 difficulty taking notes with the speed.

3 DR. METHVEN: Sorry.

4 MR. CASSIDY: Could you slow down a bit,
5 Dr. Methven, if you would.

6 DR. METHVEN: Just to recap. The
7 national fire cycle in the boreal forest of Ontario as
8 I said is 50 to a hundred years. Due to the efforts of
9 the Ontario Ministry this has now been reduced to
10 approximately .14 per cent per year on average, which
11 approximates a fire cycle of 700 to 800 years. So a
12 major reduction in fire on the landscape.

13 I would like to say a word about fire
14 size. Fire of course occurs in all size classes from
15 less than a hectare to in the region of hundreds of
16 thousands of hectares as you have heard previously. In
17 Ontario since 1978 over 98 per cent of the area burned
18 has been burned by fires over 200 hectares in extent.
19 This is a little misleading because 200 hectares was
20 the maximum size class that was used in those
21 statistics. As of 1987 the class sizes were changed,
22 so from five classes we went to eight classes and the
23 top class is now over a hundred thousand hectares
24 rather than 200 hectares.

25 Now, the Ontario statistics I have been

1 able to obtain have been for 1987; '88 and '89 have not
2 been worked up on that basis, and for 1987 over 80 per
3 cent of the area burned was by fires that exceeded
4 1,000 hectares. So we have a situation of relatively
5 large fires burning over the landscape, creating large
6 openings.

7 MADAM CHAIR: Dr. Methven, was that 8 or
8 80 per cent?

9 DR. METHVEN: 80 per cent, yes. To be
10 more precise, I could say that 48 per cent of them were
11 1,000 to 10,000 hectares, 36 per cent was 10,000 to
12 100,000 hectares in size.

13 The other disturbance besides fire of
14 course is wind. In Ontario wind is causing disturbance
15 of about 0.02 per cent, which of course is much less
16 than fire but still can be very significant, and as the
17 question of insects, large insects epidemics also,
18 however these will be covered in Panel 7 and I won't
19 say any more on that subject at this time.

20 I would now like to say a few words then
21 about disturbance pattern; i.e., the pattern on the
22 landscape caused by disturbance like fire.

23 Each disturbance of course is unique in
24 terms of its size and its configuration and this is
25 largely a function of intensity of the event. The net

1 result of these disturbances is that the landscape is
2 covered by stands; i.e., the forest is composed of
3 stands of even-aged structure, therefore, if we want to
4 look at the overall pattern of the landscape we will
5 see that it is composed of an induced pattern caused by
6 these disturbances superimposed on what we might call
7 an inherent pattern caused by site quality and its
8 relationship to vegetation. So we have got a
9 disturbance pattern of age classes superimposed on the
10 species pattern caused by site.

11 MR. CASSIDY: Q. What landscape are you
12 referring to Dr. Methven?

13 DR. METHVEN: A. I am referring to all,
14 but also Ontario. Many landscapes throughout the world
15 of course have the same features.

16 The scale of this pattern is quite large
17 because the site features on our landscape that have
18 originated from the glaciations that have taken place
19 here are often quite large in terms of old lake bottoms
20 and glacial outwash planes, so the basic inherent scale
21 of site is often quite large and, as I have already
22 noted, the induced scale of disturbances can also be
23 very large. So what we have is a very coarse pattern
24 on the landscape in many cases.

25 It's interesting to speculate or to look

1 at the implications maybe of what our current
2 constrained harvesting size of 130 hectares is doing to
3 this natural scale of landscape.

4 Right now I would like to say a few words
5 about adaptations to disturbance to get down to more
6 specifics here and try and look at some individual
7 species. I would also like to stop using the word
8 disturbance because in fact many of our species have so
9 adapted to these disturbances that in fact they have
10 become necessary for the continued survival and
11 evolution of these species, and I would rather call
12 them renewal agents rather than disturbances. So that
13 is where I will be going from this point on.

14 I think this fact is practically
15 illustrated. I am currently involved in designing
16 management plans to burn our national parks, including
17 Pukaskwa and this, of course, is a product of the
18 realization that to conserve the systems in our parks
19 we need to disturb them and we need to burn them,
20 unless we want to use the product for another purpose
21 such as timber.

22 I will run through five species quite
23 briefly to illustrate why these can be regarded as
24 renewal agents. I will start with jack pine, a very
25 important species in our landscape for many reasons.

1 This, of course, is the classical
2 fire-adapted species. It requires fire for three
3 primary reasons. The main reason is to kill the
4 existing stands and open up the forest floor to provide
5 full light, nutrients and water for the next
6 regenerating stand; it is required of course to open
7 the cones which are serotinous in order to release
8 seed; and it was required to consume the organic matter
9 on the forest floor to provide that seed with the
10 moisture stable seedbed, one that is in fact close to
11 the mineral soil.

12 Without fire, we would expect jack
13 pine -- its renewal requirements would not be met and
14 jack pine would tend to disappear from the landscape in
15 terms of the large closed even-aged stands that we are
16 familiar with.

17 I will now look at black spruce. This is
18 another pioneer species on the landscape and most of
19 the stands we find out there are of fire origin. What
20 fire does here is, once again, open up the canopy,
21 destroy the existing stand; in other words, these also
22 have partially serotinous cones so it helps to release
23 much more seed. There is also a requirement for a
24 mineral soil moisture stable seedbed on park lands and
25 fire accomplishes this and, therefore, ensures

1 regeneration renewal of black spruce on the landscape
2 on upland areas where there is no advanced layering of
3 black spruce in the understorey.

4 Once again, in the absence of fire, we
5 could expect a tremendous reduction in the presence of
6 black spruce in our upland areas unless we do something
7 analogous to fire in order to create these disturbance
8 conditions and renew the species.

9 Trembling aspen is an important hardwood,
10 however becoming more important all the time. This
11 species has the advantage of having two regeneration
12 mechanism, one by seed and one vegetatively. Both
13 mechanisms require disturbance.

14 The seed is extremely small, wind
15 disseminated, it moves large distances by the wind and
16 after it settles on the ground its life span is very
17 short and it requires, once again, a good moisture
18 stable seedbed close to mineral soil that is created by
19 disturbances such as fire or renewal agents such as
20 fire.

21 In terms of its vegetative reproduction,
22 it produces roots from the sprouts -- sorry, sprouts
23 from the roots. This requires removal of the forest
24 canopy, heating of the forest floor and stimulation of
25 these buds to produce new shoots. So, once again, we

1 need to remove them out of the forest and prepare the
2 ground.

3 I will talk briefly about red and white
4 pine as two important species, for example, in the
5 Great Lakes/St. Lawrence Forest. These species of
6 course are not silvically identical but their
7 adaptation to fire is very similar; namely, they
8 develop in the more mature stages a very thick, corky
9 bark that resists fires and allows some individual
10 within the stands to survive fire and serve as a seed
11 source.

12 So the role of fire with these particular
13 species has been to thin out the stand, providing more
14 crown space, better crown growth and more seed
15 production from those trees that survive the fire
16 because of their bark, it consumes the forest floor
17 once again, thereby improving the quality of the
18 seedbed with the establishment of the pine seedlings
19 and also provides more nutrients at the same time in a
20 readily available form.

21 By opening up the stand it provides more
22 light, water, nutrients for the growth of those
23 seedlings. It controls the development of major
24 understorey competitors especially on till sites where
25 competition can be quite fierce in terms of species

1 such as red maple, hazel, balsam fir, spruce. And
2 finally, what fire accomplishes is it controls two
3 major insects of the red and white pines, the red pine
4 cone beetle and the white pine beetle which is are
5 major common seed predators of red and white pine. So
6 even though we may have ideal conditions for
7 regeneration, if the insects aren't controlled the seed
8 supply will be minimal.

9 We have a problem in Ontario right now,
10 and of course we have been practising fire suppression
11 for many years, therefore, we will be excluding fire
12 from these pine stands, in many cases on the better
13 moisture till sites, the understorey developed
14 considerably underneath the pines, spruce and fir
15 developed a major fuel problem so that if a fire does
16 run through these stands now they are going to kill the
17 pines.

18 They have also been invaded by the spruce
19 budworm, the furtherest developed with the pines and it
20 has also caused another major fuel problem, so it is
21 going to be extremely difficult to manage many of these
22 pine stands naturally now because of fire exclusion
23 that we have been practising for the last 50 or 60
24 years.

25 I won't say anything now about harvesting

1 systems, I think they have been well presented in this
2 panel to this point.

3 I will then move on quickly to
4 silvicultural systems in more detail than I did before
5 and, as I mentioned at the beginning of the
6 presentations, we are dealing with four reproduction
7 methods that give their name to the four silvicultural
8 system. We will start off with clearcut.

9 The clearcut reproduction method
10 basically involves making large openings in the forest
11 by removing all the trees in one cut. What this does
12 is maximize the availability of light, water and
13 nutrients on the forest floor that are needed to
14 satisfy the regeneration and growth requirements of
15 intolerant species such as jack pine, aspen, birch and
16 to maximize the growth of intermediate intolerant
17 species that have either been established as advanced
18 regeneration or they're arising from sprouts on the
19 stumps and these can be black spruce, can be red maple,
20 can be sugar maple, it can be beech, whatever.

21 The ecological foundation of course for
22 this reproduction method is the one I have been talking
23 about up until now, is it the large openings created by
24 such removal agents as fire and windstorms and insect
25 epidemics and the clearcut system is in fact suitable

1 for the whole range of species that we deal with,
2 whether they are considered intolerant, intermediate or
3 tolerant.

4 Q. And that would include the species
5 discussed in the case studies?

6 A. It would.

7 Q. Okay.

8 A. I will talk briefly about the seed
9 tree cut. This is essentially a modification of
10 clearcut except a certain number of seed trees are left
11 within the clearcut to provide seed, to provide a
12 natural seed source for regeneration. It of course
13 requires species that are relatively firmly rooted so
14 they don't blow down when they're exposed such as the
15 pines, for example.

16 A word or two about shelterwood cut. It
17 is a reproduction method, it evolves from moving trees
18 in two or more cuts and creating a large number of
19 relatively small openings, either openings created by
20 the removal of a single tree or a very small group of
21 trees. And what this does is promote seed production
22 by the remaining trees and provides shelter for those
23 intermediate or tolerant tree species that are required
24 and once of course the seedlings are established, the
25 final cut, which is essentially a clearcut, is made to

1 release and maximize the growth of those seedlings.
2 The net result, as it is with clearcutting, is an
3 even-aged stand structure. This of course is suitable
4 for intermediate and tolerant species.

5 Selection cut is the final one. This,
6 once again, involves removing trees individually or in
7 small groups to favour the regeneration of tolerant or
8 intermediate species. Unlike the other three that I've
9 mentioned, each entry into the stand involves
10 harvesting, it involves thinning, it involves cleaning,
11 it involves regeneration and the stand tends to be
12 entered at five to ten year intervals. The net result
13 of this is uneven-aged structure in which the size, age
14 class, also what we call a negative exponential
15 distribution or a negative J curve. The ecological
16 foundation of this method of course is simple, it is in
17 essence mortality with individual trees within stands
18 of tolerant species.

19 Social reproduction methods that I've
20 covered within the silvicultural systems of course are
21 the tending procedures such as pre-commercial thinning,
22 improvement cutting, commercial thinning and what have
23 you. What these do are control the species composition
24 after establishment and control the rate of growth
25 within the trees within the stand and allows one to

1 manage for different products.

2 Q. Dr. Methven, is clearcutting -- I'm
3 sorry, the clearcut silvicultural system an exact
4 duplication of the natural disturbances you have
5 described?

6 A. No, the clearcutting is not an exact
7 duplication. There are small differences, whether it
8 is to do with micro-climate, whether it is to do with
9 nutrient dynamics, whether it is to do with the scale
10 of pattern of the landscape.

11 MS. SWENARCHUK: Sorry, I am still having
12 difficulties, Mr. Cassidy.

13 MR. CASSIDY: slow down.

14 DR. METHVEN: My apologies.

15 Yes, clearcutting is different from
16 natural disturbances, as I said, in terms of one
17 micro-climate to some degree, to nutrient dynamics;
18 three, the scale of disturbance on the landscape. I
19 could talk about these in more detail if that ws
20 necessary?

21 MR. CASSIDY: Q. Does it approximate
22 natural disturbances?

23 DR. METHVEN: A. Yes, it certainly does
24 approximate the natural disturbance and in a fire
25 exclusion mode that we are in it's the closest

1 approximation that we can come to.

2 Q. Is it an appropriate method for
3 regenerating the boreal forest in Ontario?

4 A. It's a very appropriate method and
5 it's the only method that will in fact do that in the
6 absence of fire.

7 Q. Before we move to the graphs, I think
8 you have a few concluding comments that you want to
9 add?

10 A. Yes. I would just like to conclude
11 summarizing. The renewal agents of the forest of
12 Ontario have been fire, wind and insects, with fire
13 undoubtedly being the most dominant. A very high
14 proportion of the area that has been disturbed has been
15 disturbed by large scale events in terms of fire in
16 excess of 1,000 hectares, so that the pattern on the
17 landscape is relatively coarse.

18 The suppression of fire, of course,
19 amounts to a removal of the necessary renewal agent and
20 could, if it wasn't replaced with something else, cause
21 a significant loss of species or a dramatic change in
22 the proportions of species on the landscape.

23 The clearcut silvicultural system and its
24 application as a tool of harvesting is the most
25 appropriate means available for replacement of that

1 renewal agent in maintaining, conserving our forests.

2 Q. All right. I would like to now move
3 to a portion of your evidence dealing with the graphs
4 that were generated, particularly those from page 65 on
5 in this section. I understand you wish to demonstrate
6 how these graphs work in response to a request both by
7 me and the Board at the scoping session, to demonstrate
8 how these graphs were generated and I understand that
9 you wish to do this by way of using a computer model.

10 Perhaps you can outline first what the
11 purpose of this evidence is and the purpose of the
12 model?

13 A. Computers and computer models have
14 become a major tool in the kitbag of foresters these
15 days and the Board has heard several references to
16 computers and simulation models and I thought this
17 might be a good opportunity to in fact show some simple
18 examples of such models that have been developed by
19 foresters and are being applied in Ontario and in other
20 areas.

21 The purpose of these models is to explore
22 the dynamics of the system; i.e., to play scenarios
23 with different harvesting levels, different harvesting
24 rules and see how the forest might react and to learn.
25 Simulation models like this are at the core, for

1 example, of adaptive environmental assessment in
2 management process and everybody is moving in that
3 direction now.

4 Q. I understand it's not your intention
5 to go through every one of these models because they
6 deal with different variables that one could input into
7 the model?

8 A. No, I would merely like to
9 demonstrate the kind of things that are done to produce
10 these.

11 Q. All right.

12 A. Thirdly, they allow one to see
13 visually the dynamics of the forest. We all have a
14 terrible tendency to see the forest out there and
15 because it is running on a different time scale than we
16 are, not to observe how dynamic and moving it is, so
17 this helps to illustrate that point.

18 I would like to emphasize right now that
19 this example that I will be running through briefly is
20 in fact what we would call a strategic model not an
21 operational or management model and it will merely deal
22 with changes over time not space.

23 Of course when we get to operational
24 management, space becomes crucial in terms of blocking
25 out harvest blocks, in terms of access, in terms of

1 scheduling. So what one does is takes the simulation
2 models like these, links them what what we call
3 geographic information systems and then we have a
4 complete package.

5 Another feature of these models that we
6 consider very important is they are what we call
7 transparent. What we mean by that is there are no
8 fancy equations in there, there is no complicated
9 procedures, they are built so that we can sit down with
10 foresters or with anybody else and in a very short time
11 have everybody exploring these scenarios and seeing what
12 the results are.

13 In order to try and achieve some of this
14 transparency here, I would like to spend two to three
15 minutes with a flip chart before I go to the computer,
16 if that's possible, to explain what drives the
17 computer.

18 MR. CASSIDY: If you could bring that
19 flip chart forward, Mr. MacKay, so that the Board can
20 see.

21 Q. I understand this will explain what
22 they will see on the computer model?

23 DR. METHVEN: A. That's correct. I have
24 drawn a very crude picture here. You will have to
25 forgive my artistry it is one talent I certainly do not

1 have.

2 Essentially these kinds of simulation
3 models are driven by just two components: an age-class
4 distribution and a yield curve. Of course in the
5 forest out there we have many age-class distributions
6 for many working group or cover types and also many
7 yield curves and all this is is the area that exists on
8 a particular management unit by age class, so this is a
9 proportional or area scale and this is the amount on
10 that landscape of each age class, in this case I put in
11 0 to 100.

12 Underneath that, we have the yield curve
13 which merely demonstrates, in terms of cubic metres per
14 hectare, how a particular stand or group of stands or a
15 working group changes over time. In this case it
16 becomes merchantable at 30 years and we see
17 merchantable volume in cubic metres per hectare
18 increasing over time, reaching a peak and then as the
19 stand dies and trees starts to drop out, of course, the
20 merchantable volume declines.

21 Now, the age-class distribution over time
22 keeps shifting to the right, okay, so ten years from
23 now all this will shift to the right.

24 Q. Will you be able to demonstrate that
25 on the computer model as it runs?

1 A. Yes. The net result of this shift of
2 the age-class distribution with time as stands get
3 older is that the relationship of this to this changes.
4 (indicating) Right now we see what this yield curve
5 shows at 60 years maximum volume, but 60 years we have
6 this much area in that volume and that's a reasonable
7 amount. However, when this shifts in the next 20 years
8 from left to right--

9 Q. You are talking about the age-class
10 distribution?

11 A. --the age-class distribution shifts,
12 you will see that this part of the age-class
13 distribution will be following on this area of the
14 curve and, therefore, the growing stock in that forest
15 will decline quite dramatically.

16 So basically all this computer does is
17 just bookkeeps these changes over time with the age
18 class and the yield curve.

19 With fire, of course, fire can hit
20 anywhere along this system and when it does it returns
21 it to zero. So when fire hits this age class it
22 becomes an zero age class, when it hits this one it
23 becomes this. (indicating)

24 Q. All right. Describe that for the
25 record. When it hits 70...

1 A. Well, if it hits any age class,
2 whether it's 20, 40, 60, 80, 100, 200 it will return
3 that portion of the age class that has burned back to
4 zero.

5 Harvesting, on the other hand, does
6 something somewhat different. Harvesting does not
7 occur anywhere on the distribution because we don't
8 harvest 20 year old stands or 30 or 40 year old
9 usually. We try and harvest somewhere around here.
10 (indicating) So we tend to harvest --

11 Q. Somewhere around where?

12 A. Somewhere around the peak, the yield.
13 And we will see this on the computer simulation, what
14 this does.

15 MR. CASSIDY: All right. Perhaps before
16 you start the computer, we should enter that drawing as
17 the next exhibit, Madam Chair, and we can describe that
18 as a hand-drawn diagram of the age-class distribution
19 and yield curve?

20 DR. METHVEN: That is correct.

21 MR. CASSIDY: This will be exhibit...?

22 THE CHAIRMAN: Exhibit 1123.

23 MR. CASSIDY: Thank you.

24 ---EXHIBIT NO. 1123: Hand-drawn diagram of the
25 age-class distribution and yield
 curve.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

MR. CASSIDY: It might be appropriate to have the lights out now, please.

DR. METHVEN: I should also add that these models of course were designed to run on a colour monitor so we have a little problem here in terms of its clearness in this situation.

MR. CASSIDY: Q. I understand that in the course of this demonstration you wish to demonstrate this model by way of various scenarios that you will now describe?

DR. METHVEN: A. That is correct. In order to save time, I basically put in some very simple models here, prepared them in terms of the age-class distribution, in terms of the yield curves that I just discussed. In terms of a harvesting rule, the harvesting rule that I have inserted here is the one that harvest those stands that are losing volume the fastest and our other alternative is to harvest those stands that are oldest and we can play different harvesting rules and I will just play one rule here.

You enter the area and enter the harvest that you want to take, wildfire or nothing. The three models I have set up here that I am going to run through -- well, I have several but I will just run

1 through the first three. The first one involves a
2 simple spruce forest where fire has been totally
3 excluded and where there is no harvesting.

4 What we have said in this particular
5 scenario is that 50 per cent of the spruce will fail to
6 regenerate when it gets old because there has been no
7 disturbance or no renewal agent to create the necessary
8 conditions. 50 per cent of it will regenerate on the
9 basis that it has understorey layers available that can
10 replace the mature trees when they die.

11 Depending where you are in Ontario, these
12 percentages would shift dramatically. On the Clay Belt
13 and lowlands you could up the layer and, therefore, the
14 percentage success much higher, on the upland areas you
15 would have to reduce it.

16 What we see here again is the age-class
17 distribution up here and this has just been drawn in
18 and then one can enter those age-class distributions
19 any way one wants just by drawing curves, either with a
20 pencil or whatever, and here is the growing stock which
21 is simply the amount of merchantable volume in the
22 forest in cubic metres per hectare -- I mean cubic
23 metres not per hectare or cubic metres over time.

24 You will see on the right there it says
25 zero years, so this is where we are right now and I am

1 just dealing with natural spruce and NSR which is not
2 satisfactorily regenerated in our forestry terms.

3 Q. Could you explain the axes?

4 A. I'm sorry, yes. This axis here is
5 just a relative axis of area. The computer will take
6 these relative proportions described by the curve and
7 fit them to the actual area that is being entered into
8 the model and of course the "x" axis is strictly
9 strictly time or years.

10 Q. You might want to speak just a little
11 bit a way from the mike, Dr. Methven.

12 A. Okay. I will just start moving this
13 through time. We can start to see -- or I will let it
14 run faster. You can see --

15 Q. In the right-hand corner there is a
16 figure moving, what does that represent?

17 A. We now can see -- the computer moves
18 awful fast in time. We are already at 120 years in
19 those few seconds. We can see that the age-class
20 distribution shifted dramatically to the right and what
21 is coming in here is 50 per cent of that regenerated by
22 layers and 50 per cent did not regenerate at all.

23 The growing stock is fresh and quite
24 heavily because of the age-class distribution shift.
25 The yield curve would probably peak around here and,

1 therefore, there is very little area where the yield
2 curve peaks in volume and, therefore, the growing stock
3 of the forest crashed. We can see that on the axis, we
4 can just keep dragging it on.

5 Q. Now, you started the program again?

6 A. We are now at 255 years already. We
7 can see now the volume has picked up slightly because
8 what we have is a major part of the area here is over
9 the peak year, part of the yield curve that has been
10 entered which is a little different from what you see
11 on the flip chart which is at 60, so we can just play
12 this. You can see the NSR coming out at the bottom
13 here.

14 Q. That's in the growing stock?

15 A. Yes, that's in the growing stock. So
16 that gives us some idea of the kind of thing that will
17 happen if we have no disturbance on the landscape, but
18 based on 50 per of the black spruce heavy understorey
19 layers that may or may not be true. Of course we can
20 change that in any way we'd like.

21 The growing stock of course, as you see,
22 is much lower than we started with, in the situation we
23 started with is roughly about the current situation on
24 the landscape.

25 Q. Now it's 655 years on that model; is

1 that correct?

2 A. That's correct. I will now move onto
3 the next one.

4 Q. The next model?

5 A. The next model. And basically what
6 we will do in this case is apply some fire to the
7 system and see how that might react.

8 We will start with the same age-class
9 distribution as we had before to keep the thing
10 constant, and so this time rather having no disturbance
11 at all I have entered in this case a hundred year fire
12 cycle which is what we had in Ontario roughly before we
13 started applying fire suppression. This means that on
14 average we burn 1 per cent of the area per year.

15 I will just stop it there at 80 years.
16 What we see happening here now is, when fire burns it
17 burns anywhere across this whole age-class distribution
18 and whenever it burns it sends everything back to zero.
19 Now, if something goes beyond 250 years without
20 burning, we have said that it will not regenerate
21 satisfactorily, and so then we will have NSR. That of
22 course is a judgment call; different players might
23 play -- enter a different number.

24 We can see the classic negative
25 exponential age-class distribution that is caused by

1 fire starting to develop up here, and if we let the
2 thing run longer --

3 Q. You are referring to the age-class
4 distribution?

5 A. I am referring to the age-class
6 distribution, that is correct. And at the same time I
7 think we can get a very good idea of the dynamics of
8 the forest and even though the computer is running
9 terribly fast over 150 years this in fact is what the
10 forest is doing and, as foresters of course, you have
11 to keep grabbing this moving target all the time and
12 trying to understand it and interact with it
13 positively.

14 I will just carry it through. So we are
15 265 years in the future and we can see this classic
16 negative exponential distribution associated with fire
17 which is very different than the distribution you had
18 without fire. And this is roughly the scene in terms
19 of age-class distributions before we arrived here and
20 started applying fire suppression to the system.

21 If we look at the growing stock
22 underneath we can see it started off by crashing, rise
23 slightly and has now stabilized and if that fire cycle
24 is maintained the growing stock will stay at a constant
25 level.

1 So we will go to the last one that I will
2 deal with here which is the Model 2. This is model --
3 the third model that I will show and in this one we
4 will look at harvesting as opposed to fire and as
5 opposed to nothing.

6 So what we will do here is harvest this
7 forest with this yield curve, this spruce forest.
8 There will be some fire. The fire that is entered here
9 is about an 800-year fire cycle which in fact is the
10 current situation in Ontario and, therefore, we do have
11 a little fire in here but it has relatively small
12 effect and most of the impact will be the harvesting
13 impact. As soon as we start harvesting of course we
14 have got a slightly more complicated picture.

15 We still have the original two graphs
16 here. The age-class distribution and the total growing
17 stock is what we have been looking at up until this
18 point. Over here - I am afraid it's not very clear
19 because of the light situation - is in fact the yield
20 curve that is driving the thing that you can see on the
21 flip chart a slightly different one.

22 The square involves the area and the
23 yield curve that is being harvested, and this one shows
24 the area that is being cut to meet that harvest level
25 on this particular forest. We are of course now at

1 zero years and we will now start to harvest this forest
2 very close to the limit that it can stand and this
3 harvest level can be adjusted to anything of course.

4 You might note that the age-class
5 distribution is assuming a different form than it did
6 with the fire. We are now harvesting this little part
7 of the yield curve here. Based on the harvesting,
8 those stands are declining with volume the fastest. We
9 can see the area starting to appear here and the volume
10 once again is falling, of course, because of the shift
11 in the age-class distribution across the yield curve.

12 Q. What age have we started out now, or
13 are we at now?

14 A. It sounds a little ridiculous but we
15 are at 310 years. It takes a long time for these
16 things to stabilize out, but we have to think in the
17 long term.

18 What we have of course with the age-class
19 distribution now is what we call a rectangular
20 age-class distribution. The product of harvesting at
21 this end of the distribution, all the time when we
22 harvest at this end sending it back to the beginning,
23 and basically harvesting roughly equal volumes each
24 year, and if we don't have too much site variation that
25 can approximate also equal areas.

1 Of course the world isn't that simple;
2 markets change, conditions change and we don't usually
3 end up in 310 years not changing anything; however,
4 that can also be handled. But this is just to
5 illustrate the dynamics of the system and where it goes
6 in the long term if we maintain a certain harvest
7 level.

8 I can -- the model of course can enter
9 any number of yield curves and age-class distributions
10 and have them all interacting up there at the same
11 time, but without colour it gets to be a totally
12 confusing picture, so I won't bother with moving on to
13 those.

14 I will move to an analagous model here.
15 What we will do is now interact age-class and yield
16 curve and we will try and get a three-dimensional view
17 of change over time as we try different harvesting
18 levels on a forest to try and ascertain at what harvest
19 level we can cut without destroying our growing stock.

20 This is the age-class distribution we
21 will be putting in, in this case it's in a bar chart.
22 If you prefer to see it in polygonal form and like we
23 have got up here -- not up here, but in the previous
24 cases we had in this form. Up there I have got it in a
25 bar chart form. Some people prefer one to the other.

1 MR. CASSIDY: Madam Chair, what Dr.
2 Methven is going to do is a simplified version of the
3 models found at pages 73 through 75. It is not
4 identical, it is in fact simplified for the benefit to
5 explain it, but it is the type of process that was used
6 to generate these models.

7 DR. METHVEN: With that age-class
8 distribution I will interact this particular yield
9 curve. We can make any kind of yield curve we want, of
10 course, by those "x" and "y" coordinates over the mass,
11 so I will use this one.

12 I have got myself caught in a little fix
13 here. I have got a run time error, which means I
14 basically have to clear out. It will just take a
15 moment.

16 ---Discussion off the record

17 DR. METHVEN: Okay, we are back in
18 business. Now, what I am going to do, as Mr. Cassidy
19 said, is run through one single quick example of the
20 kind of figures you will see in the back of Exhibit
21 1121.

22 Basically what we are going to do is,
23 this forest, which will generate a growing stock from
24 that yield curve and age-class distribution, is test a
25 harvest level between 150,000 and 250,000 cubic metres.

1 This is a 100,000 hectare piece of land we are dealing
2 with, and we will see what kind of harvest level this
3 particular forest can sustain, a very simple one again
4 for illustration purposes.

5 Now, basically what we have here is a
6 three-dimensional graph again, if I can just look at
7 the axes here. This axis up here is the axis showing
8 the growing stock which is the measure of the forest
9 that we want to keep healthy and keep in good
10 condition, and so the numbers here represent cubic
11 metres by ten to the minus fourth, so the 600 is
12 actually 6-million; 1,200 is 12-million and so on.

13 On this axis here --

14 MR. CASSIDY: Q. You are referring to
15 the axis moving from the center of the page to the
16 right of the page?

17 DR. METHVEN: A. That is correct. This
18 is basically the harvest levels that we are going to
19 test from 150,000 through the 250,000 by 10,000 steps.
20 The graph actually only shows you 20,000 cubic metre
21 steps, but it will generate 10,000 steps when we start
22 running it. This axis along here --

23 Q. Which is the bottom axis?

24 A. The bottom axis is basically time
25 into the future. So we are going to look at this

1 development from now into 200 years in the future at
2 these harvest levels with that yield curve and
3 age-class distribution I started with and see what
4 happens to the growing stock.

5 That shows you what the growing stock
6 will do at a 150,000 cubic metre harvest and, as you
7 can see, it's slightly wavy and that waviness is really
8 a product of the shifting age-class distribution
9 against the yield curve.

10 We are now trying 160,000 and at 160,000
11 we are in good shape still, growing stock is staying up
12 there.

13 Q. What do you mean 'up there'?

14 A. It's staying up above zero, so we
15 still have growing stock that we can work with and we
16 can keep our mills running and our people employed.

17 Q. All right.

18 A. And I will just run the model - 150,
19 160, 170, 180, 190, 200 - and right now we are around
20 210. We can see we are running into trouble.
21 Basically what this says is that this forest cannot
22 sustain that harvest into the future and that around
23 here we started getting into deep trouble.

24 Q. Around where, Doctor?

25 A. Around 60 to 70 years in the future,

1 if we kept trying to harvest at that level our growing
2 stock is obviously starting to crash here and we are
3 going to be in great difficulty if we want to maintain
4 our system.

5 Q. By crash you mean below zero
6 approximately?

7 A. Down to zero, when I say crash, yes.
8 It isn't quite there but it's awful close. We are
9 there now.

10 Q. At what harvest level?

11 A. This is at -- it's at 240 I think.
12 Yeah, close to 240. So this is just an illustration to
13 provide us with some information as to where the danger
14 levels are - one could call it of course a sensitivity
15 analysis if we want to be fancy about it - and if we
16 are going to be harvesting at some level into the
17 future, we don't want to ride along the edge of this
18 precipice because any fire or bad fire seasons or bad
19 insect epidemics is going to kick us right over the
20 edge, which is one place we do not want to be. So
21 obviously when we are playing with these scenarios, we
22 back off based on our judgement and harvest at a level
23 that will maintain a healthy growing stock and keep the
24 forest in a state that will produce all the benefits we
25 expect from it.

1 That really concludes my presentation,
2 Madam Chair.

3 Q. The other models that are referenced
4 in the witness statement are the result of inputting
5 different variables and seeking different results; is
6 that correct?

7 A. That is correct. Currently of course
8 a major initiative for example is wildlife habitat
9 supply. That involves building yield curves that don't
10 have cubic metres per hectare on the "y" axis but have
11 some kind of habitat quality index.

12 Q. The model you just produced is not
13 reproduced or any way in this witness statement
14 unfortunately, that is an analagous model -- a
15 simplified model of that found on page 73, Dr. Methven?

16 A. That is correct, yes.

17 MR. CASSIDY: All right. And I would now
18 like, Madam Chair, just to refer to a few final matters
19 before we break for lunch, and that is some matters
20 raised in the scoping session.

21 Q. And, Dr. Methven, I would like to
22 address some of those matters to you. The Board in the
23 scoping session with reference to page 48 of the
24 witness statement indicated as follows:

25 We understand the description of a fire

1 cycle but we are a little confused in the
2 third sentence which reads:

3 "A fire cycle is the time it would take
4 for fire to burn over an area equivalent
5 in size to the area of concern. Is that
6 the area of the undertaking?"

7 Can you assist the Board on that?

8 DR. METHVEN: A. Yes. When I say area
9 of concern, it was probably a poor choice of phrase.
10 Really it means that any area that is delineated on the
11 landscape for a particular management purpose, it can
12 be a management unit, it could be a park, it could be
13 the area of undertaking.

14 Q. And also in the scoping session the
15 Board Chair referred to page 52 of the witness
16 statement, and I think you dealt with the question of
17 clearcutting and harvesting -- you dealt with that
18 earlier in our evidence at the beginning; is that
19 correct?

20 A. That is correct.

21 Q. And on page 72 the Board asked:
22 In the second paragraph there is
23 reference to the dominant historical
24 disturbance has been fire with windstorms
25 assuming greater importance in the more

1 Southerly mixed wood and tolerant
2 hardwood forests.

3 And the Board said:

4 "We wanted you to confirm with us that
5 much of the evidence that the Board has
6 heard to date concerning blowdown, which
7 is what we think you are getting at with
8 respect to windstorms, has been primarily
9 about the boreal forest and specifically
10 the problem with blowdown of spruce. We
11 would like to know how that fits in with
12 this statement about windstorms assuming
13 greater importance in the more southerly
14 mixed wood and tolerant hardwood stands."

15 And could you please assist the Board in
16 that regard?

17 A. Yes. Blowdown is of course prevalent
18 in the boreal and the Great Lakes/St. Lawrence and what
19 I meant has greater relative importance, relative to
20 fire. So that in the southern part the windstorms will
21 have a greater relative importance as a disturbance
22 relative to fire than in the boreal, but both the
23 boreal and the Great Lakes have probably roughly equal
24 wind disturbance and blowdown.

25 Q. Thank you. Now, Dr. Methven, I would

1 like to ask you about the appropriateness of certain
2 prescriptions in your view, and I would like to ask you
3 what your view is about the appropriateness of a
4 prescription for jack pine that it should be clearcut
5 less than 100 hectares in size if logged by
6 conventional harvesting methods and for full-tree
7 harvesting strips no wider than twice the tree heighth.

8 Would you assist the Board in that, what
9 your view is?

10 A. I can think of no ecological reason
11 at all for setting those prescriptions of 100 hectares
12 in size.

13 Q. When you say reasons, you mean basis?

14 A. Basis, yes.

15 MR. MARTEL: Mr. Cassidy, would you give
16 me back the total prescription you had: Clearcut less
17 than a hundred acres in size, I believe tree-length --

18 MR. CASSIDY: Hectares in size if logged
19 by conventional harvesting method. For full-tree
20 harvesting, strips no wider than twice the tree
21 heighth.

22 I am going to have to leave my microphone
23 off or else we are going to suffer that ear-splitting
24 feedback again, Madam Chair.

25 Q. Dr. Methven, could you comment on the

1 appropriateness of a prescription for black spruce
2 requiring that it be strip cut with strips no wider
3 than --

4 MR. FREIDIN: Slow down.

5 MS. SEABORN: And speak up a little bit
6 please, Mr. Cassidy.

7 MR. CASSIDY: Touche!

8 Q. All right. Could you comment on the
9 appropriateness of a prescription for black spruce
10 requiring it to be strip cut, with strips no wider than
11 two times the height of the tree, an exception for less
12 productive sites where strips shall not exceed one and
13 a half times the tree height, a minimum of a
14 three-coupe strip system shall be used - coupe is
15 spelled c-o-u-p-e - with harvesting of successive
16 coupes only after the last harvested strip is producing
17 viable seed.

18 DR. METHVEN: A. This prescription
19 sounds like a strip shelterwood cut for black spruce.
20 Spruce is a pioneer species, as I have already
21 mentioned, it regenerates in nature through large
22 openings, therefore, I don't see any real ecological
23 reason for this shelterwood cut.

24 Some of the consequences -- or two of the
25 consequences would be of course blowdown in the

1 residual strips to which spruce, being a shallow-rooted
2 species, is very prone and, of course, these little
3 narrow strips on the landscape create a pattern that is
4 very, very small, quite unnatural.

5 Q. I would like to come back to the jack
6 pine prescription that I referred to you earlier. In
7 your view, is there any biological basis for the
8 prescription that I referred you to?

9 A. I cannot think of one, no.

10 Q. With respect to white pine, can you
11 offer your view on the appropriateness of a
12 prescription requiring uniform shelterwood cuts?

13 A. Uniform shelterwood is certainly an
14 appropriate method for the regeneration and management
15 of white pine using natural regeneration; however, it
16 does not have to be a uniform shelterwood; i.e., the
17 removal of individual trees over the stand, it could
18 also be for example a group shelterwood which is the
19 removal of groups of trees and the latter would
20 probably be more appropriate, particularly for red
21 pine.

22 Q. And can you comment on the
23 appropriateness of a prescription for poplar requiring
24 clearcuts up to 50 hectares?

25 A. Once again I can see no

1 biological/ecological reason for the 50-hectare limit.

2 Q. And a prescription for white birch
3 with the same restriction of clearcuts up to 50
4 hectares; in your view, is that an appropriate
5 prescription?

6 A. Well, it could be appropriate if one
7 has some particular objective but, once again, I don't
8 think it has any biological/ecological basis.

9 Q. All right. I would like to turn to
10 you, Mr. Hopkins, and ask you to comment on an issue
11 relating to strip cutting and; that is, can you assist
12 the Board with any operational difficulties that arise
13 as a result of strip cutting?

14 MR. HOPKINS: A. Yes, I can. I will
15 describe the operational difficulties that would occur
16 on black spruce sites, using our area as an example,
17 where the strips are narrow strips approximately 100
18 feet wide and based on a three-coupe system.

19 The rigid geometric nature of the layout
20 tends to ignore topographic and natural boundaries, for
21 example -- and examples will be rock ridges running
22 crossways to the strips, dropoffs, alder swales,
23 blowdown orientation, small water drainages, and also
24 the fact that there may be an intermixture or a variety
25 of smaller stands that should not be harvested because

1 they are too young or unmerchantable that would be
2 difficult to take into account with this type of rigid
3 geometric layout.

4 In our case the length of these strips
5 would be 700 to 2,000 feet in length and, as I said
6 before, only a hundred feet wide. This would be a very
7 unnatural layout for harvesting.

8 As a result there would be some
9 operational difficulties in the strips and I will call
10 these in-strip difficulties for the felling phase, the
11 forwarding phase and, if necessary, a site preparation
12 phase following the harvesting.

13 Specific to felling there would be
14 problems in avoiding the felling of wood within a strip
15 into adjacent standing timber or in subsequent coupes
16 there would be problems avoiding falling trees into
17 established regeneration.

18 On a manual felling system - that is with
19 chain saws - there is difficulties in controlling the
20 direction of the falling timber and there is also the
21 problem of confining the feller or the man using the
22 chain saw to a certain direction of falling when he has
23 to deal with changing wind directions and changing lean
24 that is predominant in the stand that he's cutting. In
25 other words, he could be forced to cut against a

1 natural lean of the majority of the trees in the stand.

2 Mechanical system, such as feller
3 bunchers, have difficulty again laying down -- cutting
4 and laying down the trees within the strip and, in
5 fact, the trees are usually laid down at right angles
6 to the direction of the strip or would be laid down at
7 right angles so, therefore, part of the bunches being
8 formed would definitely have to fall outside of that
9 hundred foot wide strip.

10 For the skidding phase, this pattern
11 would take away from the on-the-ground judgment of the
12 skidder operator to choose a most suitable route.
13 If -- on those narrow confined strips, if there was a
14 small wet patch, because of the confining nature of the
15 corridor, he would not be able to choose a more
16 appropriate route to avoid damaging a site -- a small
17 area. It would cause the skidder or forwarding
18 function problems in turning and manoeuvring, and it
19 also would -- in our case these narrow strips would
20 probably cause us difficulty in using the advanced
21 growth -- protection of the advanced growth methods for
22 natural regeneration that I have referred to earlier.

23 Another problem in the forwarding phase
24 is the location of skidways. The skidway would be
25 located at the end of the strip, at the road, and it

1 would confine -- the choice of skidway location would
2 be confined by the strip being cut. If the location
3 was inappropriate because of the soft site or a
4 localized condition that made it not suitable for a
5 skidway, then the operator would have difficulty
6 finding a more appropriate place to pile.

7 Site prep, the same comments as for
8 forwarding would apply, in that the machinery being
9 used, if site preparation is required in the strips he
10 would find -- would have difficulty in manoeuvring and
11 turning.

12 Other operational difficulties. This
13 system would require increased road construction and
14 maintenance and would result in moving people and
15 equipment more often, more frequently, and it would
16 have an impact on major infrastructures such as the
17 life of a live-in camp.

18 Finally, as the Board has already heard
19 from evidence given by the Ministry of Natural
20 Resources, there are problems with this type of system
21 with regards to blowdown and up to 10 per cent of --
22 losses due to blowdown have been up to 10 per cent in
23 as short a period of time as four years and, as well,
24 wood in narrow strips that is left standing in our
25 experience has tended to suffer higher mortality than

1 normal and just dies on the stump.

2 Q. Mr. Roll, before we break for lunch,
3 I would like to come back to you and deal with another
4 matter raised in the scoping session by the Board and
5 that is:

6 "The Board is interested..." and I am
7 quoting the transcript, "...in having a better
8 description of to what extent Industry
9 and the Ministry of Natural Resources
10 work together in defining what the
11 silvicultural options will be.

12 Is it the case that it is the plan author
13 who puts together that table..." and I
14 believe the Board was referring to silvicultural
15 groundrules,

16 "...with knowledge generally of what the
17 MNR options are or is MNR more actively
18 involved in suggesting what a harvest
19 method might be and the specifics of
20 the silvicultural options and
21 regeneration options."

22 I wonder if you could assist the Board in
23 that regard?

24 MR. ROLL: A. Yes. The plan author,
25 referring to the author of the timber management plan

1 for a particular management unit, may or may not be
2 involved in those specific negotiations. It's very
3 likely that as a more senior forestry and planning
4 person they would be but not necessarily. The process
5 of negotiating the groundrules is a joint effort
6 between the Industry and MNR. The appropriate people
7 from both those -- both Industry and MNR get together
8 and basically share information.

9 The Industry would, in terms of harvest
10 and those kinds of activities, would describe the kind
11 of equipment they are currently using, the combinations
12 of that equipment, the style of harvest, if you like.
13 There will also be discussions of any upcoming
14 developments of equipment that might be contemplated
15 over the next five-year period.

16 The group of people would also look at
17 such things as some of the silvicultural records from
18 past operations, the relative success of various
19 treatments on different sites, most likely as evidenced
20 from the stocking surveys, the fifth-year assessments
21 and so on.

22 They would also discuss the current level
23 of silvicultural knowledge and particularly as it might
24 be applied to the kind of sites and the kind of
25 conditions in that particular management unit in that

1 particular forest.

2 After this so-called negotiation, which
3 is really a sharing of information and a honing down of
4 that information to specifics that are applicable to
5 that particular forest, the MNR approves the
6 groundrules. It goes through an approval process right
7 through all levels of the Ministry of Natural Resources
8 prior to inclusion in the approved forest management
9 agreement.

10 Q. Thank you. And now could you
11 summarize the evidence, Mr. Roll?

12 A. Yes, I can. I have six main points
13 very briefly. The first, we are dealing with a dynamic
14 market for our forest products, we are dealing with a
15 very dynamic and a very variable resource in terms of
16 sites and stands and so on. We are also dealing with
17 extremely variable weather conditions. These are the
18 operational realities.

19 The second point is that we have much
20 experience in carrying out sound harvesting activities
21 in our areas and we've successfully integrated other
22 timber management activities with harvest. We have
23 developed or contributed to the development of
24 equipment and developed methods of use for this
25 equipment which take into account other values of the

1 forest.

2 We carry out our harvest operations
3 within the terms of approved timber management plans
4 and annual work schedules. Approved forest management
5 agreements including groundrules, within the terms of
6 various guides, guidelines, manuals and within the
7 terms of applicable federal and provincial legislation.

8 The fifth point. Within the terms of
9 those last mentioned conditions or within the terms of
10 those things last mentioned and given the variable
11 conditions under which we operate and given our
12 experience in operating under these conditions, we
13 require site and situation specific flexibility to
14 carry out our operations in an efficient and
15 environmentally sound manner.

16 Sixth, as outlined by Dr. Methven, the
17 silvicultural systems which we use are ecologically
18 balanced and environmentally sound for the stands and
19 species in which we operate. Some planning and careful
20 implementation of harvest and renewal activities, as
21 will be described in our industry panel No. 8, will
22 ensure the renewal of this resource.

23 MR. CASSIDY: I believe it is time to
24 break and that is all of my questions.

25 MADAM CHAIR: We will be back from lunch

1 at 1:35, Mr. Cassidy.

2 MR. CASSIDY: Thank you. I have
3 completed my examination-in-chief.

4 MADAM CHAIR: All right.

5 Ms. Swenarchuk.

6 ---Luncheon recess taken at 12:05 p.m.

7 ---On resuming at 1:35 p.m.

8 MADAM CHAIR: Good afternoon. Please be
9 seated.

10 MS. SWENARCHUK: Good afternoon.

11 CROSS-EXAMINATION BY MS. SWENARCHUK:

12 Q. My first question is for Mr. Murray
13 and it arises out of your comments this morning and it
14 has to do with the log prices that you gave us. Just a
15 question of clarification.

16 When you gave that range of prices for
17 various types of logs, was that any particular species
18 or an average of all species? What species were
19 involved?

20 MR. MURRAY: A. Ms. Swenarchuk,
21 basically it was an average of all species in the
22 tolerant hardwood, heavy hardwood range.

23 Q. Okay, thank you. Would you have an
24 equivalent list of prices or estimates at least for
25 white pine logs?

1 A. I would -- I don't have one right at
2 my fingertips to calculate the price of the white pine
3 log. They would be ranging somewhat in excess of those
4 perhaps for hardwood, but very similar to what I call
5 the quality one hardwood which I believe was...

6 Q. 12 to 15?

7 A. 12 so \$15 per log. Now, the pipe
8 logs generally contain more foot board measure than the
9 hardwood logs, therefore, a log would be worth more per
10 se because of that, but the per unit value is not
11 dissimilar.

12 Q. Thank you.

13 And Mr. MacKay, you used an example this
14 morning of marking off an area for a previously
15 identify osprey nest. Can you tell me, first of all,
16 what area that was done geographically?

17 MR. MacKAY: A. Yes. It was in the
18 upper Spanish Forest. Relative to Sudbury it is about
19 150 miles due north of Sudbury.

20 Q. And what size of an area was marked
21 off?

22 A. If I remember correctly it was about
23 a 50-foot by 50-foot area.

24 Q. And for how long was that area left
25 then?

1 A. We encountered the nest at the start
2 of our road right-of-way cutting and we left the area
3 untouched until we returned about, I would think, three
4 and a half months later.

5 Q. So it was cut three and a half months
6 later?

7 A. We cut the surrounding trees but left
8 the nest tree alone.

9 Q. Now, I would like to turn to a
10 question arising out of case study B and if you would
11 turn to page 19, please, of the case study.

12 A. Yes, I have it.

13 Q. And we see in the third full
14 paragraph this sentences, towards the end:

15 "With a huge surplus of aspen
16 across the FMA areas, Eddy did not wish
17 to pursue any option that would
18 contribute to an increase in the aspen
19 component especially at the expense of
20 jack pine."

21 Now, my question is: What opportunities
22 have been given to other companies to use this surplus
23 aspen?

24 A. Every year we declare certain areas
25 in surplus, as most FMA companies do I believe, and

1 there is a component of poplar in those surplus areas.
2 Also, recently we've been given a directive by the MNR
3 to make available, I believe, 30,000 cunits a year of
4 poplar for any third party.

5 Q. And as of when have you had that
6 directive?

7 A. I'm not sure of the exact date, but I
8 first heard of it about -- I would think about a year
9 and a half ago, a year ago.

10 Q. Okay. I think you have, do you not,
11 Exhibit 68 which is the forest management five year
12 review?

13 A. Yes, I do.

14 Q. So you are indicating that a surplus
15 was declared; are you?

16 A. A surplus that was comprised not only
17 of poplar but stands that would have a component of
18 softwood in them as well.

19 Q. During that 1980 to '85 period?

20 A. Every year that I've been E.B. Eddy
21 we have declared surplus areas. Now, the exact
22 composition of those stands I really don't know for
23 sure.

24 Q. Okay. Can you take a look then at
25 the second paragraph on page 66 here and this refers

1 back to the previous page where a comparison is made of
2 the maximum allowable depletion and the actual harvest
3 over the previous years.

4 MR. MARTEL: What page is that, Ms.
5 Swenarchuk?

6 MS. SWENARCHUK: The figures on the
7 maximum allowable harvest is on page 65 in the chart at
8 the bottom as compared to the actual harvest. You will
9 see there is a considerable difference.

10 Q. Maybe we will just take a moment to
11 look at those numbers.

12 You would agree with me, Mr. MacKay, that
13 we see for the upper Spanish Forest a maximum allowable
14 cut of 57,000 hectares and an actual harvest of
15 11,000 -- well, 11 1/2 thousand and for the lower
16 Spanish Forest a maximum allowable cut of about 53 1/2
17 thousand hectares and a natural harvest of about --
18 close to 2,000 hectares.

19 MR. MacKAY: A. Yes, I see that.

20 Q. Then on the next page, in discussing
21 this difference between allowable and actual harvest,
22 we see on the fourth line of the second paragraph the
23 writers of this review said:

24 "We suspect that another cause would be a
25 lack of incentive to declare any

1 surpluses. Under the terms of the
2 agreement, no penalty for failure to
3 utilize the planned harvest cut
4 are applicable during the first five
5 years. Realizing that little can be done
6 to change history, the committee reviewed
7 those sections of the 85-90 operating
8 plan to see how the matter was addressed.
9 We found that the surpluses have been
10 declared. Theoretically this volume is
11 available to others. Generally speaking,
12 this surplus material is in mixed
13 inaccessible stands."

14 So with regard then to surpluses
15 including aspen surpluses, they say the volume is
16 available to others theoretically. Do you know whether
17 in fact other operators have been able to use that
18 surplus?

19 A. Yes, as I have mentioned, third
20 parties have come on to our areas to utilize those
21 stands.

22 Q. The aspen stands?

23 A. Yes.

24 Q. Do you know what proportion of them
25 have been utilized in that way?

1 A. I couldn't give you that number, no.

2 Q. All right. Then the last line in
3 this paragraph...

4 ---Discussion off the record

5 MS. SWENARCHUK: Q. The last line of that
6 paragraph says:

7 "Generally speaking, the surplus material
8 is in mixed inaccessible stands."

9 Now, does that accord with your
10 experience, that in fact the surpluses are often
11 inaccessible?

12 MR. MacKAY: A. Yes, that is true, that
13 often we declare areas that are not accessed by roads
14 inaccessible. Inaccessible, I mean that's I'm
15 referring to, not accessed by roads.

16 Q. All right. So then these are stands
17 that are theoretically harvestable once roads are
18 built; is that correct?

19 A. Yes.

20 Q. They are not inaccessible by reason
21 of the terrain, for example?

22 A. Oh, no.

23 Q. All right. Now, keeping in mind
24 those figures, could we turn for a moment to page 41 of
25 your case study and to the second paragraph and the

1 last sentence in the second paragraph:

2 "A company such as Eddy, which faces
3 major declines in the MAD once the
4 current surfeit of overmature timber is
5 harvested, requires the intensive
6 management treatments described in this
7 study."

8 Now, given the large disparity we have
9 seen between maximum allowable depletion and the actual
10 harvest in those areas, why are you foreseeing such a
11 large decline in the MAD?

12 A. I must say that I am not -- have not
13 been involved with the MAD per se and that I wouldn't
14 feel comfortable in answering that question. I would
15 have to defer that to someone on the planning or
16 management team.

17 MR. CASSIDY: I might add, just to assist
18 Ms. Swenarchuk, Mr. Waddell - I don't know whether he
19 will answer it - but he is going to appear in the next
20 panel as another representative of E.B. Eddy -- I'm
21 sorry, Panel 8. In addition, there is a panel member
22 from E.B. Eddy on Panel 7, Mr. Buntz, you might ask
23 those, just by way of assistance.

24 MS. SWENARCHUK: Q. I take it then you
25 didn't author the case study section yourself?

1 MR. MacKAY: A. That is correct.

2 Q. I will try the next witnesses then.

3 MS. SWENARCHUK: I think this would be an
4 appropriate time for me to file a number of
5 interrogatories that I intend to use. (handed)

6 MADAM CHAIR: Thank you. That will be
7 Exhibit 1124.

8 MS. SWENARCHUK: 1124, Madam Chair?

9 MADAM CHAIR: Yes.

10 MS. SWENARCHUK: Q. Now, my first
11 question, Mr. Hopkins, pertains to the first
12 interrogatory response on the page, that's Forests for
13 Tomorrow -- excuse me.

14 If you want to list the questions for the
15 purpose of the record, it is Forests for Tomorrow No.
16 7, MNR No. 2, MOE 5(b), FFT 3, 10 and 12. And of those
17 the first one referred to, question No. 7 of FFT, was
18 with regard to the Panel 4 case studies and the
19 remainder are from Panel 6 materials.

20 ---EXHIBIT NO. 1124: FFT interrogatory question No.
21 No. 7 (Panel 4) 3, 10, 12 (Panel
22 6); MNR No. 2 (Panel 6); MOE 5(b)
(Panel 6) and answers thereto.

23 MS. SWENARCHUK: Q. Now, my question,
24 Mr. Hopkins, arises from the interrogatory response.
25 Have you had an opportunity to read it?

1 MR. HOPKINS: A. Yes, I've had a
2 preliminary look.

3 Q. All right. We asked for the sizes of
4 the blocks and strip cuts used in part of your case
5 study area and the answer provided those dimensions and
6 my question is, how were those dimensions determined?

7 A. Those dimensions, roughly 500 feet
8 wide by 900-foot wide blocks, is roughly equivalent to
9 the historical size of a patch that's allocated to a
10 piecework cutting crew, that's a two-man cutting crew
11 with chain saw and forwarding the wood with a skidder.

12 There was no -- it's an arbitrary size of
13 500 by 900 foot and the block cut layout followed that
14 pattern.

15 Q. You say historical data, from when?

16 A. I would -- I wasn't there at the
17 time, but I would assume that the layout for the
18 piecework gangs commenced about the -- would certainly
19 be in place in the 1970s when the skidder came into
20 being.

21 Q. And what about with regard to the
22 strip cut, 264 feet by 900 feet, would the same
23 criteria apply?

24 A. I would only assume that it was the
25 original block layout arbitrary 500 by 900 foot divided

1 into two and this would have been -- as I said, the
2 idea - the block cuts in that time - was to leave an
3 adjacent seed source and of course it would have made
4 that prescription, would have felt that that was an
5 appropriate distance or strip width to allow for
6 seeding in.

7 Q. Now, another question. I will direct
8 it to Mr. Roll because I believe it comes from your
9 case study area, but maybe anyone else on the panel can
10 answer.

11 I don't think we need to look at it, but
12 at page 69 of case study A there is a reference to the
13 weight of the Koehring feller forwarders and reduction
14 in their weight with redesign, 42,600 pounds -- to
15 42,600 from 52,200 kilograms -- I'm sorry, not pounds?

16 MR. ROLL: A. Yes, that's right.

17 Q. And I just wanted to clarify. I
18 understand that will be the weight before they are
19 loaded; is that not correct?

20 A. Yes, that's right.

21 Q. And would you have an estimate of the
22 weight with the load or a range of weights?

23 A. Probably in the range of...

24 Q. My next question is, in case someone
25 can start working on this one, the range of weights of

1 conventional skidders. Is there somebody who can give
2 me an answer to that one?

3 MR. MacKAY: A. I think I can offer the
4 second answer. Conventional skidders can range
5 anywhere from I would think 15 to 20 ton range, that's
6 Imperial measure.

7 Q. Thank you.

8 MADAM CHAIR: Excuse me, can you repeat
9 that for me, please?

10 MR. MacKAY: From 15 to 20 tons.

11 MR. ROLL: Perhaps Mr. MacKay can assist
12 me on the question regarding the feller forwarder as
13 well.

14 MR. MacKAY: Yes. If it's a softwood
15 load -- payload that that machine is carrying, which I
16 think it would be in Mr. Roll's case, one cunit of
17 softwood probably weighs in the order of 51- to 5,200
18 pounds in a full tree form, any form for that matter,
19 and if the -- subsequently if it has got probably a
20 five to six cunit load, if you are talking about the
21 330 feller, it's a simple multiplication of six times
22 51-, 5,200.

23 Q. It is another 25- to 30,000 pounds?

24 A. I would think 30,000 pounds would be
25 it.

1 MR. MARTEL: The other was in kilos,
2 though.

3 MS. SWENARCHUK: The other one was in
4 kilograms, yes. We can all work out the conversion.
5 later.

6 Now, Madam Chair, members of -- and Mr.
7 Martel, I decided that a great number of my harvest
8 technique questions actually relate as well to
9 regeneration results and - we had this debate back in
10 Panels 10 and 11 of the Ministry's case - I will be
11 deferring all of those questions into the regeneration
12 panel. So most of the remainder of my questions then
13 are for Dr. Methven with regards to his paper.

14 Q. Just one question of clarification
15 from this morning, Dr. Methven -- several. You
16 referred to the fact that by 1987 the size of classes
17 for prescription of fires has changed and that as of
18 1987 over 80 per cent of the fires were over 1,000
19 hectares, and then you talked about 48 per cent were
20 1,000 to 10,000 hectares.

21 Now, is that 48 per cent of the numbers
22 of fires or 48 per cent of the hectares burned by
23 fires?

24 DR. METHVEN: A. Yes, that's an
25 important point if I could just clarify. When I gave

1 you those numbers those were for 1986, that one year.

2 Q. Yes.

3 A. That is 48 per cent of the area was
4 burned by fires of that size, so it is area not
5 numbers. So of the area burned, so much per cent was
6 burned by a particular size class.

7 Q. And you made reference this morning
8 to constraint management in harvest of 130 hectares and
9 what it's doing to the landscape. Are you assuming
10 that harvesting in Ontario is limited to openings of
11 130 hectares?

12 A. Yes, most provinces have constraints
13 on harvest sizes.

14 Q. Are you assuming that harvesting in
15 normal operating areas in Ontario is normally limited
16 to 130 hectares?

17 A. That was my assumption unless there
18 are other considerations such as a lot of budworm kill
19 and salvage operations, as well as other reasons for
20 extending it.

21 Q. It is my understanding, Dr. Methven,
22 that limitations to that size of harvest only apply in
23 certain areas where moose habitat is being promoted and
24 that in fact much larger clearcuts are permitted in
25 Ontario.

1 A. Yes, where the Moose Habitat
2 Guidelines are being applied that's absolutely right,
3 there would be a limit and, as I have mentioned, there
4 are much larger cuts, but I think, as I understand it,
5 they are for particular reasons.

6 Q. Well, I just wanted to clarify your
7 basis for that assumption. I think various companies
8 gave evidence on cuts, so...

9 Now, again from this morning's comments
10 referring to adaptive management and adaptive
11 environmental assessment management and said something
12 to the effect that everyone is moving in that
13 direction. Now, could you indicate who you had in mind
14 as the everyone?

15 A. Well, I was thinking of the Province
16 of Ontario for sure since they went through such a
17 process two years ago which involved people from all
18 aspects of the forestry scene.

19 Q. Well were you referring to the
20 workshops led by he's even consults.

21 A. Yes I am.

22 Q. You weren't referring to for example
23 the Ministry's <PHRARPBG> process overall as we have
24 heard it out laid in this case or I just want to
25 clarify exactly what you were referring to?

1 A. I am not conversant with the details
2 of the Ministry planning I am afraid but I am sure
3 those ESSA adapt timber environmental are workshop
4 proceeding certainly ly had in <TPHRAOUPBS> on
5 <THRAFPLT>.

6 Q. Now, a question relating to the
7 silvicultural prescriptions which Mr. Cassidy put to
8 you this morning and their ecological appropriateness,
9 I guess.

10 Can I ask you to consider the
11 prescriptions in this light: That if the option of
12 wide-spread artificial regeneration including planting
13 were eliminated or became less available to managers in
14 Ontario, so that quite explicitly they were forced to
15 depend more on natural regeneration techniques, would
16 you find those silvicultural prescriptions more
17 appropriate?

18 A. No, I would not.

19 Q. And could you indicate why?

20 A. In the case of jack pine, whether
21 it's a hundred hectares whatever, you wouldn't get
22 natural regeneration from the slash and size of the
23 area. It wouldn't make any difference whether it was
24 10 or a hundred or whatever, you won't get seed from
25 the edge of jack pine to any degree that will give you

1 a fully stocked stand.

2 Q. And what about black spruce?

3 A. Black spruce, that depends where we
4 are. In the lowlands of course we have advanced
5 layering and it doesn't matter again what size it is,
6 the advanced layering is the advanced layering will be
7 there regardless.

8 Q. And upland sites?

9 A. In upland sites if you want to
10 regenerate with seed, then you have to be able to
11 provide a seed source.

12 Q. And what will follow from that?

13 A. You could either spread it
14 artificially or you can get it from the edge of the
15 surrounding forest. The seed dispersal distances for
16 spruce are approximately about a hundred metres
17 depending on the orientation and wind directions and
18 what have you.

19 Q. Now, the scenario that I described
20 which involved much less artificial regeneration than
21 has been practiced over the approximately 10 years of
22 the FMAs in Ontario, I suggest to you is similar to the
23 regime that applied in Ontario prior to this influx of
24 cash resources into artificial regeneration; in other
25 words, I ask you to turn your mind now to the extent

1 that you have had an opportunity to familiarize with
2 this subject -- this summary subject, to success in
3 regenerating coniferous species after clearcutting
4 prior to the increased use of artificial regeneration.

5 Are you satisfied and is it your position
6 that we should accept or consider satisfactory the
7 regeneration rates that were obtained before the
8 artificial regeneration was more middlized?

9 A. This is really difficult for me to
10 answer because this is very site and specie-specific.
11 If I was to deal with jack pine, for example, there are
12 ways of regenerating jack pine, they succeeded in the
13 past as they succeed now; and they failed in the past
14 too sometimes.

15 Q. And what about black spruce?

16 A. And the same for black spruce. The
17 original logging of black spruce of course was done
18 with horse logging and a lot of regeneration was from
19 advanced layer regeneration, which is precisely what
20 Mr. Hopkins described as what they are doing now with
21 their modern machinery, is in fact saving that advanced
22 regeneration, using that to regenerate the forest.

23 Q. Well, there has been evidence before
24 the panel over the last couple of years in various
25 forums that in the period before the signing of the

1 FMAs and in the regeneration of logged areas there was
2 in Ontario, as perhaps elsewhere, a considerable amount
3 of species conversion and much higher proportions of
4 aspen and balsam than had been present in the conifer
5 stands originally harvested.

6 Would you agree with that position?

7 A. If I may just check on your question,
8 that there was more hardwoods in the stands originally
9 than there are now?

10 Q. No, than in the stands that
11 regenerated prior to the FMA system and after logging,
12 that in many of those regenerating secondary stands
13 there was a much higher incidence of aspen and balsam
14 than in the original conifer stands of particularly
15 black spruce or jack pine.

16 A. I wouldn't want to commit myself on
17 that. The aspen is a relatively short-lived species
18 and you have many mature stands out there and if there
19 had been aspen in them they are long gone. So I would
20 have no idea what the trend would be.

21 Q. Do I take it then that when you speak
22 of the ecological appropriateness of silvicultural
23 prescriptions it's with the assumption that, for
24 example - let's talk about our two major species - jack
25 pine and black spruce can be successfully regenerated

1 to stands of similar species and density after logging
2 naturally without an increased incidence of aspen and
3 poplar and balsam. Is that your view?

4 A. That is my view.

5 Q. And do I take it then that you have
6 not specifically studied that those regeneration
7 results in Ontario for the pre-FMA area?

8 A. No, I have not specifically studied
9 the situation both pre- against post-FMA area, no, I
10 have not.

11 Q. Now, I am going to ask you a number
12 of questions out of your papers and perhaps you would
13 like to turn to it at page 22 of Exhibit 1121.

14 No, sorry, Dr. Methven, it's your own
15 paper you are looking at now at page 42 of Exhibit 1121
16 which is the Panel 6 witness statement. Do you have
17 that?

18 A. Yes, I have that.

19 Q. Now, would you agree with me
20 initially, Dr. Methven, that one of the primary reasons
21 for fire suppression has been the preservation of
22 timber for timber management harvesting purposes?

23 A. That is correct, also to save life
24 and property.

25 Q. Yes. And probably, particularly in

1 those large areas that are relatively remote from human
2 habitation, that a primary purpose would be fostering
3 of the forestry industry in preserving the timber?

4 A. On those areas that are committed for
5 timber management, yes.

6 Q. And would you not also extend that to
7 areas that presumably will be committed to timber
8 management in the future?

9 A. Well, there are large areas in
10 northern Ontario that aren't under maximum suppression
11 at this time.

12 Q. Where are those areas?

13 A. In the north.

14 Q. And is that within the area of the
15 undertaking, do you know, or outside of it?

16 A. I would think it's outside it, but in
17 the fire management policy of Ontario there is the
18 opportunity to exercise judgment here as to how you
19 manage suppression of fires in the north; whether it's
20 nothing, no property values, no life and the forest is
21 cycling normally, then sometimes these fires are
22 observed and not suppressed.

23 Q. Now, you have provided us both in
24 your paper at page 47 and then further in your response
25 to the Ministry of the Environment's Interrogatory No.

1 5(e), which is at page 3 of Exhibit 1124, with
2 considerable detail about the frequency and extent of
3 fires.

4 And can I just clarify, first of all,
5 would you have any idea to what extent the fires you
6 brought to our attention occur in those areas that are
7 not subject to fire suppression?

8 A. No, I am sorry, I do not. These are
9 general public statistics that I have used here.

10 Q. Now, on page 43 of your witness
11 statement you have indicated in the first paragraph
12 that:

13 "Regardless of which benefit(s) or
14 combination of benefits are desired or
15 decided upon, the forest must be managed
16 to produce them."

17 Now, would you agree that part of that
18 management may include leaving wilderness areas
19 undisturbed by humans?

20 A. Absolutely.

21 Q. Is that part of your definition of
22 management?

23 A. Yes.

24 MADAM CHAIR: Ms. Swenarchuk, are we on
25 page 47?

1 MS. SWENARCHUK: 43 now, the first
2 paragraph.

3 MADAM CHAIR: Thank you.

4 MS. SWENARCHUK: Q. And in the second
5 paragraph you have indicated:

6 "The problem faced by the Industry is how
7 to continue to produce the benefits
8 demanded by society, how to stay in
9 business to generate the revenues
10 necessary for resource management..." et
11 cetera. Now, isn't the primary problem for Industry
12 production of revenue and profits for its shareholders?

13 DR. METHVEN: A. No. Well, I always
14 regard the primary business of business is to stay in
15 business.

16 Q. And that includes generating
17 sufficient profits to generate sufficient capital to
18 stay in business?

19 A. Certainly, if you want people to
20 invest.

21 Q. Now, in the next section of the paper
22 having to do with The Changing Forest - Death and
23 Renewal, I think you talk about, at the bottom of page
24 44, that in the boreal forest of Ontario - this is the
25 last paragraph on page 44:

1 "In the boreal forest of Ontario...
2 with its harsh and variable climate and
3 often relatively poorly growing
4 conditions, adaptations of trees tend to
5 be towards the physical environment
6 rather than to the biological
7 environment."

8 I think you also talk in your other paper
9 about renewal and regeneration taking place on a large
10 scale.

11 And then back on page 43, you indicate in
12 the first paragraph that:

13 "...a jack pine tree were to die of old
14 age, the population would suffer since
15 the conditions for renewal would not be
16 met."

17 Now, would you agree with me that in fact
18 individual trees do constantly die and fall and that
19 that all is part of the life and death sequence that
20 affect trees' nutrient cycling within the forest?

21 A. Yes, but it will not contribute to
22 the renewal of the forest.

23 Q. When you speak at page 44 of
24 adaptations towards the physical environment rather
25 than biological environment - that's in the last

1 paragraph on page 44 - would you not agree that fire
2 interacts with biological factors, for example, the
3 seed release from serotinous cones; is that not a
4 biological factor?

5 A. Absolutely. Adaptations to fire are
6 biological adaptations, yes.

7 Q. And also that fire contributes to the
8 suppression of poplar in regenerating conifer stands?

9 A. Pardon me?

10 Q. That fire contributes to the
11 suppression of poplar in regenerating stands?

12 A. No, fire stimulates regeneration of
13 poplar.

14 Q. That's your position; is it?

15 A. Yes.

16 Q. Now, do you agree that the quality of
17 regeneration after fire varies according to the size
18 and intensity and severity of fires?

19 A. Would you repeat the question,
20 please?

21 Q. Would you agree that the quality of
22 regeneration after fire varies according to the size,
23 intensity and severity of fires; where size refers to
24 the area burnt, the intensity refers to the energy
25 output of the flame front, and the severity refers to

1 the amount of the organic forest floor material
2 consumed?

3 A. I wouldn't use the word quality, it
4 influences the density and it influences the species
5 composition, yes.

6 Q. And would you agree that although the
7 forest has evolved through disturbance as you discuss
8 throughout, and particularly beginning at page 45, that
9 any conceivable large area disturbance may not have
10 identical effects on the forest?

11 A. No, it would not have identical
12 effects, each disturbance is very unique, yes.

13 Q. And so while recognizing the
14 importance of large area disturbance, would you not
15 agree that it's necessary to study the particular type
16 of disturbance in order to understand its effects?

17 A. Yes.

18 Q. So merely, for example, if a given
19 silvicultural system affects large areas, as do some
20 fires, that in itself would not constitute a
21 scientifically valid reason to conclude that its
22 effects would be identical to those of fires?

23 A. Nobody has concluded that the effects
24 were identical.

25 Q. The effects of any particular large

1 area disturbance.

2 A. Are you suggesting that the
3 silvicultural system --

4 Q. Affecting large areas.

5 A. Affecting large areas would be
6 identical to that of a fire? I am sorry, I didn't
7 quite catch the question.

8 Q. Okay. I am merely underlining what I
9 think you agree with, which is that the mere fact that
10 any given disturbance, including the silvicultural
11 system by virtue of the fact that it affects a large
12 area, does not necessarily create identical effects to
13 those of fire?

14 A. Oh, no, it merely has the same scale.

15 Q. Now, on page 46 you talk about the
16 idea of fragility in stands. You indicate in the first
17 paragraph towards the end of the paragraph that:

18 "Thus mortality and renewal take place,
19 not at the scale of the individual, but
20 at the scale of the community and the
21 landscape; not at the scale of fractions
22 of a hectare, but at the scale of
23 tens and hundreds of thousands of
24 hectares. The net result is a mosaic of
25 even-aged stands."

1 Now, would you agree with me that we look
2 at or we decide the age of a stand by reference to the
3 mature trees that are measured in the stand?

4 A. We measure the ages of a good sample
5 of trees throughout the stand when we try to determine
6 age.

7 Q. All right. Well, would you agree
8 then that within any stand, even if it's described as
9 an even-aged stand, there is frequently quite a variety
10 of ages of trees in the stand?

11 A. That depends on your definition of
12 variety. Most of the ages in the stands that we are
13 talking about would be within 10 or 15 years of each
14 other probably in our classification of even-age.

15 Q. All right. So that is what you have
16 in mind when you talk about mosaic of even-aged stands?

17 A. Yes, they all originate from the same
18 point in time.

19 Q. You just said our definition of
20 stands. Who is the 'our' there?

21 A. Well, in the forestry profession we
22 have -- we deal with age-classes and if the stand has
23 two or less age-classes it's even-aged, if it's three
24 or more, it is uneven-aged.

25 Q. Now, on page 47 and following you

1 talk about disturbance in Ontario, in the sixty three
2 year period between 1925 and 1987, that Ontario then
3 averaged 350 lightning fires a year that burned an
4 average of 65,000 hectares approximately.

5 MR. FREIDIN: I am sorry, could you --
6 where are you referring to?

7 MS. SWENARCHUK: The first paragraph on
8 page 47.

9 MR. FREIDIN: Thank you.

10 MR. CASSIDY: Can I just ask the Board if
11 their copy of this Exhibit, if page 46 is out of order.
12 Is 46 before 45?

13 MADAM CHAIR: No.

14 MS. SWENARCHUK: Q. Okay. So in that
15 63-year period we had about 350 lightning fires a year
16 burning an average of sixty-five and a half thousand
17 hectares, so that's an average; is it not, of about
18 were 187 hectares due to fire?

19 DR. METHVEN: A. Each.

20 Q. Each. So is it not true then, Dr.
21 Methven, that although some fires, as the numbers
22 indicate, burn very large areas, hundreds of thousands
23 of hectares, others are relatively small?

24 A. That is true.

25 Q. And, for example, in the chart that

1 you have provided on page 47 in which 1974 was the
2 worst year for fires, the average size of area burned
3 was about 937 hectares, and in 1976 the worst year for
4 the numbers of fires the average was about 220
5 hectares?

6 A. Based on the division there, the
7 number of fires and hectares burned, yes.

8 Q. And would you agree too, as these
9 fires indicate, that our fire suppression has had
10 considerable but still limited success; we still have
11 large numbers of fires?

12 A. Yes, but it's down about 1/10th to
13 1/20th of what it would be without it.

14 MADAM CHAIR: Excuse me, Dr. Methven,
15 what was your last comment about being 1/10th?

16 DR. METHVEN: Yes. That the reduction of
17 fires has been 1/10th to 1/20th of what it would be
18 without fire suppression.

19 MS. SWENARCHUK: Q. So there still are
20 considerable areas of the forest that are being
21 regenerated according to the natural processes that
22 follow fire; is that not correct?

23 DR. METHVEN: A. That is correct.

24 Q. Now, in the last paragraph on page
25 51, Dr. Methven, in discussing silvicultural systems

1 you have indicated that:

2 "Thus the reproduction methods represent
3 a continuum of opening sizes and
4 distributions from 0.1 hectares to
5 thousands of hectares depending on the
6 precise management objectives in terms of
7 the species to be favored and economic
8 realities. No part of the continuum is
9 any more ecologically valid than another
10 since it can represent the blowdown of a
11 single tree to a 300,000 hectare fire."

12 Now, the Board has heard evidence that in
13 the boreal forest between 87 and 89 per cent of
14 harvesting is by clearcut method, and would you agree
15 with me that very little, if any, of that is at the
16 level of cuts of about .1 hectare in the boreal forest?

17 A. Sorry, I don't understand the
18 question.

19 Q. I take it you have a good general
20 knowledge of harvesting practices in the boreal forest?

21 A. Yes.

22 Q. And would you agree with me that in
23 this large proportion of the harvesting that is done by
24 the clearcut method in northern Ontario, that very
25 little of it, if any, would involve clearcuts at the

1 size of .1 hectare?

2 A. Yes, because if you are trying to
3 regenerate .1 hectare won't do it.

4 Q. Well, you have also referred in that
5 sentence to economic realities. Would you agree that
6 the forest industry's concept of economic realities has
7 some influence on the size of cuts as well?

8 A. Absolutely, if it doesn't violate the
9 ecological principles.

10 MR. MARTEL: What was that last answer,
11 please?

12 DR. METHVEN: Oh, I'm sorry. Yes,
13 definitely, as long as it doesn't violate the
14 ecological principles in the process.

15 MS. SWENARCHUK: Q. Now, on page 52 you
16 have talked about clearcutting, what it is and what it
17 is not. Now, I would like to review some possible
18 differences between clearcutting and fire and ask
19 whether you agree with these statements.

20 Do you agree that clearcutting does not
21 emulate natural disturbance in these following ways:
22 That especially when full-tree logging is done, it
23 fails to leave a natural seed source on the site?

24 DR. METHVEN: A. That is true usually,
25 yes.

1 Q. Now, I have been referred to a
2 biological phrase which I had to define for myself and
3 will for the Board, maybe you can. It refers to
4 perennating rye zones?

5 A. Yes.

6 Q. Would you like to define that for the
7 Board?

8 A. Many of the unstorey species in our
9 forest are rye somatoa species; i.e., they have
10 underground stems and new shoots develop from these
11 underground stems.

12 Q. Now, would you agree that
13 clearcutting differs from fire in that it fails to kill
14 a significant portion of the surficial perennating rye
15 zones and roots of shrubs, herbs and trees that compete
16 with merchantable conifers?

17 A. No, I wouldn't. Many fires do not
18 kill these rye zones and in fact that's the major means
19 of reproduction of those understorey species in the
20 face of fire.

21 Q. And are there fires that do kill them
22 in your estimate?

23 A. Usually fires kill the top growth but
24 not the peronating organs.

25 Q. And do you agree that in much of

1 boreal Ontario fire raises the soil pH and that that is
2 helpful in the boreal eco-system for nutrient uptake as
3 much of the boreal region is of rather acidic soil?

4 A. There is a temporary increase in pH,
5 yes.

6 Q. And clearcut does not emulate that
7 effect?

8 A. Not precisely, no, but there is a
9 slight increase sometimes.

10 Q. And why is that?

11 A. Because of the increased
12 decomposition rates, because of increased moisture and
13 increased temperatures that result from the exposure of
14 the forest floor.

15 MR. CASSIDY: I think I am now in the
16 position of asking both Ms. Swenarchuk and Dr. Methven
17 to slow down a bit so I can take some notes.

18 MS. SWENARCHUK: Sorry. Caught up?

19 MR. CASSIDY: Yes, thanks.

20 MS. SWENARCHUK: Q. Now, we have just
21 heard some discussion today about the size and types
22 and weights of equipment used in modern harvest
23 operations.

24 Would you agree that there is no
25 equivalent in fire for the manoeuvring across the

1 landscape of such large heavy machines with possible
2 site damage resulting?

3 DR. METHVEN: A. Fire does not use
4 machines, but I don't think it's the weight of the
5 machine that's important as the pressure on the ground
6 that we need to consider.

7 Q. And are you satisfied that modern
8 harvesting equipment no longer creates any site damage
9 resulting from weighty machines on the forest floor?

10 A. As we have heard in this panel, the
11 machines are being designed to minimize that problem;
12 of course, it hasn't been totally excluded.

13 Q. Looking at page 52 at the last
14 paragraph, you have indicated that with regard to a
15 microclimatic change that there is known evidence to
16 support that it becomes more extreme with the size of
17 clearcut and that once one is beyond the influence of
18 surrounding trees the microclimate changes little if at
19 all.

20 I don't quite understand what you mean by
21 that. Are you saying that once beyond the influence of
22 surrounding trees the microclimate is changed or is not
23 changed at all? Would you explain that sentence?

24 A. Yes. Obviously the surrounding trees
25 do exert an influence for some distance into the

1 clearcut depending on the orientation versus the path
2 of the sun and the extent of their roots and their
3 shading and what have you. Once you go beyond that
4 influence, changes in microclimate are quite minimally.

5 Q. So you are saying that outside of the
6 shelter area of the trees there is no change in the
7 microclimate on the site as a result of clearcutting?

8 A. That is correct.

9 Q. You are saying there is a change in
10 the microclimate in the area that is vetted by the
11 sheltering trees?

12 A. Sheltering trees provide a shade for
13 some part of the day, as I said, depending on the
14 orientation.

15 Q. And how is that a change from the
16 pre-harvest condition?

17 A. The pre-harvest condition you have a
18 canopy.

19 Q. With greater shade; is that it?

20 A. That is correct.

21 Q. Could we look at page 54, the first
22 sentence of the last paragraph:

23 "Clearcutting, therefore, is an
24 ecologically sound method for promoting
25 the regeneration and growth of a majority

1 of Ontario's tree species and
2 ecosystems."

3 Now, I believe you disagreed with me
4 earlier or with the position that in the pre-FMA area
5 we saw large-scale species change going on in
6 regenerating areas?

7 A. Change in what sense?

8 Q. Change from the proportion of
9 merchantable conifer in the previously harvested
10 stands?

11 A. That is a judgment I can't make
12 because I don't know what it was in the early stages of
13 development of the other stands.

14 Q. All right. So is it your view then
15 that if clearcutting is used in the boreal forest as it
16 is now used to remove large areas of conifer to get
17 black spruce and jack pine, that those areas will
18 regenerate naturally to black spruce or jack pine, a
19 previous conifer species, without human intervention in
20 the form of artificial regeneration?

21 A. It can be achieved by some
22 procedures. In terms of jack pine, for example, if you
23 leave slash on the site and you scarify and crush,
24 create a seedbed and seeds release from their cones and
25 cheap regeneration.

1 Q. Okay. So then your natural
2 regeneration option would include site preparation but
3 the use of slash as a seed source; is that right?

4 A. That is correct.

5 Q. And what about with regard to black
6 spruce?

7 A. That's a little more difficult to
8 achieve.

9 Q. All right. Well, can you go back to
10 my question then and answer it. Is it your view that
11 natural regeneration of black spruce stands after
12 clearcutting can be achieved widely?

13 A. In the Clay Belt it can certainly be
14 achieved very widely because we have a lot of advanced
15 regeneration of layers. On other areas and outlining
16 areas there is no advanced regeneration of layers,
17 therefore, we use artificial means of regeneration.

18 Q. And again to return to the wording of
19 my question, do I take it that it would be your view
20 that good regeneration of black spruce on those upland
21 sites without artificial regeneration techniques after
22 clearcutting would not occur or would not be likely to
23 occur?

24 A. Yes, it would be insufficient for
25 full stocking, certainly.

1 Q. Now, again debating in the last
2 paragraph on page 54 and talking about people like my
3 clients who have something to say about the size of
4 clearcuts -- it's a large passage, but I think it's
5 best to read it all:

6 "Restricting opening size in Ontario's
7 commercial forests is not a question of
8 ecology but of tradeoffs between
9 benefits, values and environmental
10 impacts. For example, the limitation on
11 size of clearcuts is usually applied as
12 a constraint, and is often based on
13 either aesthetic or wildlife habitat
14 criteria. while these are perfectly
15 legitimate, it must also be said that the
16 aesthetic criteria often emanate from
17 those not familiar with the scale of
18 natural disturbance in the Boreal Forest,
19 and the wildlife habitat criteria are
20 often based on feelings and anecdotal
21 evidence, rather than hard facts
22 concerning relationships between habitat
23 structure population dynamics."

24 Now, you haven't been qualified, and I
25 take it you would not claim to be an expert, in

1 wildlife management in the boreal forest; is that
2 correct, Dr. Methven?

3 A. Absolutely.

4 Q. Then on the next page you talk about
5 smaller cuts - first paragraph on page 55:

6 "Smaller cuts require a more intense
7 network of roads..." et cetera.

8 The last line in that paragraph is:

9 "...and the habitat requirements of other
10 wildlife species may not be met."

11 I would like to know what species you are
12 referring to? This is the last line in the first
13 paragraph of page 55?

14 A. There are some wildlife species that
15 my colleagues or wildlife managers tell me require
16 large areas of uniform habitat. Caribou has been
17 mentioned, a number of the warblers amongst the birds
18 is another group that's been mentioned.

19 Q. Are you speaking of woodland caribou
20 now?

21 A. Yes.

22 Q. And isn't their preferred habitat
23 what my clients call old growth and what the other
24 parties to the hearing may call mature and overmature
25 stands?

1 A. It is mature stands, but mature
2 stands only originate from young stands.

3 Q. If the species we are talking about
4 here is woodland caribou, I simply want to clarify you
5 have in mind then in this sentence a species which
6 normally inhabits mature and overmature stands. Are
7 there any other species that you have in mind?

8 A. Inhabit mature stands?

9 Q. That require larger areas?

10 A. I was thinking and I mentioned
11 warblers as a group.

12 Q. Those two?

13 A. I am not a wildlife expert so there
14 may be many more, I am not sure.

15 Q. Or there may not?

16 A. Or there may not.

17 Q. On page 56, Dr. Methven, in the
18 second paragraph you have indicated that:

19 "Soil rutting and compaction can result
20 from the use of the wrong harvesting
21 system (particularly the off-road
22 transport component) at the wrong place
23 at the wrong time, but this is rarely an
24 issue now because of the variety and
25 design of harvesting systems available."

1 And then you go on to say:

2 "Bogged down machines make poor economic
3 sense, and compacted soil creates
4 silvicultural costs in an integrated
5 system."

6 Now, is it your position then that
7 rutting and compaction essentially no longer occur in
8 the harvesting operations?

9 A. No, I would never say they no longer
10 occur.

11 Q. What is the meaning of this sentence;
12 to what extent does it concern you?

13 A. This is always a concern and it is a
14 concern that is continually being addressed.

15 Q. I take it from the wording of the
16 sentence that you consider this problem is now within
17 acceptable limits; is that correct?

18 A. No, I didn't actually say that. I
19 said it is a problem that most operators avoid because
20 it doesn't make economic sense apart from the
21 environmental problems.

22 Q. So you think it is largely avoided?

23 A. I think there is a very determined
24 effort to avoid it.

25 Q. Now, with regard to silvicultural

1 costs in an integrated system, are you aware that in
2 the FMA system in Ontario the silvicultural costs or a
3 very large measure of them are actually paid for by the
4 Ministry as opposed to the Industry?

5 A. Yes, I am aware of that.

6 Q. So to that extent that question of
7 costs is not one in which Industry has integrated
8 harvesting and regeneration rather the costs are
9 largely carried by an outside party?

10 A. Yes, but as you have heard from Mr.
11 Hopkins they have now instituted a system that uses --
12 minimizes those costs for everybody.

13 Q. You go on in this section to talk
14 about nutrient cycling, Dr. Methven, and you begin with
15 the proposition in the first sentence of the fourth
16 paragraph on the page that:

17 "The problem is that our collective
18 ignorance far exceeds our knowledge of
19 Nutrient dynamics."

20 Now, with regard to that question, would
21 you agree that one major conclusion of various
22 researchers is that boreal forested ecosystems...

23 MS. SWENARCHUK: Are you having trouble
24 hearing?

25 ---Discussion off the record

1 MS. SWENARCHUK: Q. With regard to
2 nutrient dynamics then that one conclusion of numerous
3 researchers is that boreal forested ecosystems are
4 nutrient limited especially with regard to nitrogen and
5 phosphorus. Do you agree with that conclusion?

6 DR. METHVEN: A. I hesitate because I
7 have a little difficulty because limited with respect
8 to what, is my problem here.

9 Q. That we are essentially talking about
10 an ecosystem that by comparison with some others that
11 you refer to, for example the tropical ones, is
12 relatively poor overall in nutrients?

13 A. Tropical ecosystems are often much,
14 much poorer in terms of their actual nutrient capital
15 than the ones we have here.

16 Q. So you do not consider the forested
17 boreal ecosystem one in which nutrient dynamics is a
18 limited factor within the system, you don't consider
19 the poor in nitrogen and phosphorus, put it this way?

20 A. They are what they are, and
21 ecologically that is the way it is. To say they are
22 limited is in a sense a value judgment that I am having
23 a little difficulty with.

24 Q. Well, let's look at it this way then.
25 Do you agree that harvesting removes nutrients from the

1 site?

2 A. Yes.

3 Q. And that unlike fire, does not return
4 them to the forest floor?

5 A. Fire doesn't necessarily return them
6 to the forest floor.

7 Q. Does it not return some of them to
8 the forest floor?

9 A. The loss of nutrients from fire can
10 be quite great.

11 Q. And can they not also be quite great
12 from harvesting?

13 A. In terms of the available pools,
14 harvesting makes a relatively small pool within the
15 whole ecosystem.

16 Q. So then is it your position that on a
17 given site harvesting does not remove nutrients from
18 the site?

19 A. No, harvesting does remove nutrients
20 from the site which are in a relatively small pool
21 within the ecosystem.

22 Q. And, therefore, that there are no --
23 is it your position then that there are no concerns
24 arising from this removal of nutrients through
25 harvesting?

1 A. This would depend on the site that we
2 are dealing with and obviously we should always be
3 concerned within a reduction context. If we are
4 talking ecology, that's another story. We have to
5 think of these two separately.

6 Q. Well, I am talking in terms of
7 production?

8 A. Yes, particularly on poorer sites we
9 should consider it, definitely, and you need more
10 research to improve our understanding of some of the
11 processes.

12 Q. All right. On page 57 you refer to
13 several of the works of Foster and -- Morrison and
14 Foster which the Board has seen before and particularly
15 their reference to whole-tree harvesting.

16 I am looking at the middle of the second
17 paragraph.

18 "They have suggested that since nitrogen
19 levels are deficient for optimum growth,
20 whole-tree harvesting will yield more
21 biomass but only at the cost of
22 'sacrific[ing] the enhanced growth that
23 might be realized if those nutrients in
24 the foliage and branches were returned
25 to the soil" and that therefore

1 "conventional harvesting should be the
2 preferred extraction method for this
3 forest."

4 You go on to say:

5 "This is sound, conservative advice but
6 it is still based on a number of
7 assumptions and uncertainties. So, what
8 can be done?"

9 And I think you go on to theorize that in
10 fact whole-tree harvesting, as they have posed it, need
11 not be limited; is that not correct?

12 A. And that would be my position at this
13 time, yes.

14 Q. You conclude on the bottom of page 58
15 that:

16 "... presumably the landscape and its
17 nutrient dynamics have reached some form
18 of dynamic equilibrium." and that:
19 "Removal of trees in timber management
20 cycle...does not constitute a new or
21 radical departure in terms of nutrient
22 dynamics."

23 But are you saying that in the relatively
24 short time that we have been using whole-tree
25 harvesting clearcutting methods that the landscape and

1 its nutrient dynamics have arrived at a dynamic
2 equilibrium with that form and extent of nutrient
3 removal?

4 A. No. What I am saying is that the
5 landscape out there is probably burned a hundred to two
6 hundred times since the last glaciation and that
7 burning affects a much larger nutrient pool of any
8 forest floor than harvesting does.

9 Q. All right. Well, with regard to
10 whole-tree harvesting and the recommendation of Foster
11 and Morrison to exclude it on certain sites - what you
12 have described as sound conservative advice - wouldn't
13 it be more prudent to use a very cautious approach to
14 harvesting those types of sites with that method?

15 A. Based on my judgment and examination
16 of the situation I think full-tree harvesting is a
17 perfectly legitimate way to go. I don't think the
18 evidence suggesting - which I can't find any of
19 really - in terms of hard evidence that it's harmful or
20 that any significant negative nutrient loss exists.

21 Q. So you would be prepared to accept
22 full-tree harvest on any type of site; is that your
23 position?

24 A. Yes.

25 Q. Could you turn to page 59 now,

1 please. In the last sentence on the page you have
2 referred to your Figure 3 which is one of your computer
3 models, and you indicate that:

4 "This distribution has an equal area in
5 each development class with no overmature
6 age classes, unless special steps are
7 taken to permit a percentage of stands to
8 develop past their maximum volume."

9 First of all, is there a difference in
10 definition between development class and age class?

11 A. Not really, we can consider them as
12 similar.

13 Q. All right. So in Figure 3 then, we
14 are looking at a forest that has essentially
15 approximately equal volumes in all age-classes except
16 the oldest?

17 A. That is correct.

18 Q. Now, we asked you in an interrogatory
19 about that, and that's on page 4 of the package that
20 was distributed, and we indicated that this looked to
21 us like what had been described to us in this hearing
22 as the normal forest.

23 I think I want to read these passages
24 into the record. It is page 59, the last paragraph
25 with reference to Figure 3.

1 And our question was:

2 "Figure 3 refers to the "normal forest".

3 Is this the forest Industry wishes to
4 achieve? If so, over what percentage of
5 the forest land area?"

6 And the answer is:

7 "Figure 3 does not refer to the normal
8 forest and this term was not used
9 because it is an outdated concept and
10 should never be stated as a goal. As a
11 maximum sustainable harvest is
12 approached, the age-class distribution
13 approaches the rectangular form. It
14 must be emphasized that this form is
15 an outcome of a certain level of
16 harvesting and not something that should
17 ever be stated as an objective or
18 something that the Industry wishes to
19 achieve."

20 Now, I was very interested in that
21 response, Dr. Methven. I don't want to impose upon you
22 and the Board more of the long discussions that have
23 occurred here with regard to the concept of the normal
24 forest, but I did want to refer you - and you have seen
25 these transcripts - to a number of more recent comments

1 about the normal forest made by Ministry of Natural
2 Resources' witnesses and ask for your comments on them.

3 MS. SWENARCHUK: Madam Chair, Mr. Martel,
4 I am now looking at transcript No. 143 from October
5 4th, 1989 at page 24489. This is when I was discussing
6 with Mr. Kennedy the wood supply runs in the Red Lake
7 Plan, and at lines 7 -- commencing at line 7 on page
8 24489 Mr. Kenny said:

9 "We believe that is it possible to have a
10 sustained yield on that land base and
11 that we have to bring the forest into a
12 managed state which has been described
13 earlier by Dr. Osborn as the normal
14 forest."

15 And then on page 24492, I was discussing
16 with him the degree of fluctuations in wood supply
17 within that plan and he indicated::

18 "There will be a continuous supply and the
19 level will fluctuate and the level will
20 fluctuate for a variety of reasons, one
21 of which is the age in which the trees
22 are harvested during that first rotation
23 as we move towards the normal forest, it
24 will also fluctuate on the basis of
25 which particular stands are chosen and

1 what the makeup of these individuals
2 stands are..." et cetera.

3 It has been our impression that the
4 management approach in this province has been to move
5 the forest towards a managed forest which the Ministry
6 has described as the normal forest. Now, can I have
7 your comments on that, please?

8 DR. METHVEN: A. I suppose my position
9 would be that we're living in an extremely dynamic and
10 changing world and --

11 Q. Could you speak into the mike,
12 please?

13 A. I'm sorry. That we are in a very
14 dynamic and changing world - and when I say world, I am
15 talking about the social situation, the environmental
16 situation, the market, the business, the landscape out
17 there - and that, therefore, we should focus in an
18 adaptive kind of a format on the state of the forest
19 over time continually in terms of growing stock or
20 habitat or whichever measures we want to use, and the
21 other thing we need to focus on, of course, is wood
22 supply, and that if we focus on these two things and
23 practice adaptive management we should have a good
24 control over the system.

25 In terms of the "normal forest", this I

1 regard as an outcome if through some miracle we were to
2 sustain the harvest at some constant level for a long
3 period of time, which is highly unlikely to occur I
4 would suggest.

5 Q. And why is it unlikely to occur?

6 A. Because of all the dynamic changes
7 that I have just mentioned in terms of markets and the
8 forest and social perceptions and environment and
9 climate, and nothing stays on a constant plane for any
10 period of time in this world.

11 Q. So you think that it is
12 unrealistic -- am I understanding you correctly, are
13 you saying that you consider it unrealistic to be
14 focusing on or moving towards the concept of the normal
15 forest that we have been hearing about?

16 *** A. I think it's really a difference in
17 emphasis. The idea of the normal forest is to provide
18 some measure, I think, that the resource can be
19 sustained into the long future, and that is what the
20 concept is being used for.

21 All I am saying is, I am looking at it in
22 a slightly different angle I'm saying now, and in terms
23 of the way the world works and the things we need works
24 on the state of the forest at any point in time, its
25 reactions and interactions.

1 Q. What exactly makes it an outdated
2 concept?

3 A. By focusing on a single objective it
4 is awful hard to practice adaptive management and keep
5 your mind on all things as they are changing;
6 therefore, it is certainly a measure of sustainability,
7 but I don't think it would be wise just to look at that
8 as an objective within an adaptive management context.

9 Q. Thank you.

10 MS. SWENARCHUK: Three o'clock is it,
11 Madam Chair, for the break?

12 MADAM CHAIR: We can break now or at 3:10
13 usually. Are you starting into a new area?

14 MS. SWENARCHUK: Yes.

15 MADAM CHAIR: We will break now for 20
16 minutes.

17 MS. SWENARCHUK: Thank you.

18 ---Recess taken at 3:00 p.m.

19 ---On resuming at 3:20 p.m.

20 MADAM CHAIR: Thank you, be seated.

21 DR. METHVEN: Madam Chair, is wonder if I
22 could clarify a small point with respect to the
23 evidence I gave.

24 MADAM CHAIR: Yes, Dr. Methven.

25 DR. METHVEN: Thank you. I think I

1 answered a question, Ms. Swenarchuk, with respect to --

2 MR. CASSIDY: Could you speak up a bit.

3 DR. METHVEN: Sorry. I think I answered
4 a question with respect to whole-tree harvesting and I
5 didn't give an answer with respect to full-tree
6 harvesting, I think...

7 MS. SWENARCHUK: Q. You are saying the
8 same implies then to --

9 DR. METHVEN: A. No, it does not. I
10 have no opinion at the moment on whole-tree harvesting
11 because I have very little evidence on it. It involves
12 removing all the roots which involves another nutrient
13 pool and also involves a major site disturbance.

14 MR. FREIDIN: Madam Chair, just for
15 clarification, I think the question which was asked
16 about the Foster and Morrison article, and the evidence
17 of the Ministry on that is that the Foster and Morrison
18 article, although he uses the phrase whole-tree, he was
19 in fact describing full-tree.

20 MS. SWENARCHUK: Q. In the sense that
21 the word is used in Ontario?

22 DR. METHVEN: A. Yes, interchangeable.

23 Q. Now, a number of questions about the
24 modeling at the end of your paper, Dr. Methven.

25 First of all, on page 63 in the last

1 paragraph on the page you state in the first sentence
2 the assumptions on which the model is based.

3 "The model assumes that the forest is
4 composed of even-aged stands created by
5 fire and/or clearcutting, that all stands
6 regenerate after disturbance, and that
7 wildlife populations are a function of
8 the age class distribution."

9 Now, I would like to know what
10 relationship this model has to what, in your view, is
11 occurring in Ontario? Are you assuming that in Ontario
12 in practice all stands currently regenerate after
13 disturbance?

14 A. No, not all stands regenerate after
15 disturbance for various reasons. The adaptations are
16 to particular disturbance regimes and if we move
17 outside those particular regimes then there will be a
18 problem.

19 Q. Is the model intended to depict the
20 situation as you understand it to occur in Ontario, or
21 is it simply a theoretical model with no relationship
22 to any particular place?

23 A. It is certainly a theoretical model,
24 but it's a model designed for people to sit around and
25 explore their knowledge and the outcomes of various

1 scenarios. One can enter anything one wishes in the
2 model.

3 Q. Do the assumptions as you have stated
4 them in the last paragraph on that page, reflect in any
5 way your opinions about what is currently happening in
6 Ontario?

7 A. Stands are even-aged largely and
8 stands regenerate after disturbance to a large degree,
9 yes.

10 Q. And is it your view too that wildlife
11 populations are a function of the age-class
12 distribution?

13 A. That is certainly a major component
14 of wildlife habitat, yes.

15 Q. Wildlife habitat or wildlife
16 population?

17 A. The age-class distribution is a major
18 component of wildlife habitat. Our knowledge at the
19 moment, it falls short of being able to make direct
20 links between habitat and population.

21 Q. Exactly. Now, you have indicated
22 that your assumption is that wildlife populations are a
23 function of the age-class distribution. Did you mean
24 in fact that they are a function of habitat, or did you
25 mean that the habitat is a function of the age-class

1 distribution; and it appears to me that you have stated
2 quite categorically that the model assumes that
3 wildlife populations are a function of the age-class
4 distribution population not just habitat?

5 A. That is true, the populations are,
6 but our ability to forecast the connection between the
7 two is still somewhat tenuous.

8 Q. I believe you have been provided with
9 a copy of Exhibit 381; have you not, Dr. Methven?

10 A. I am sorry, 381 doesn't ring a bell.

11 Q. Let me --

12 MR. CASSIDY: It's the ESSA Document, Dr.
13 Methven, and you do have a copy of it.

14 DR. METHVEN: I am sorry, Ms. Swenarchuk.
15 Yes, that is true, I have it.

16 MS. SWENARCHUK: Q. You have it in front
17 of you then?

18 DR. METHVEN: A. No, I do not.

19 Q. Does someone have it? It looks like
20 this? (indicating)

21 Now, we have previously had the problem,
22 Members of the Board, dealing with this document that
23 the most succinct summary which occurs in the beginning
24 of it is on pages which are not numbered.

25 MADAM CHAIR: We numbered ours, Ms.

1 Swenarchuk.

2 MS. SWENARCHUK: Q. I am looking at the
3 sixth page which talks about the general strategy for
4 monitoring. All right.

5 Now, I don't want to necessarily involve
6 you in what the ESSA study is all about, but I think
7 everyone here will agree with me that part of what it
8 was about was an analysis of how constraint guidelines
9 in Ontario would affect certain resources including
10 wildlife populations.

11 DR. METHVEN: A. That is correct.

12 Q. All right. You had a chance to
13 review the study; did you?

14 A. Yes, I was also present at the
15 proceedings.

16 Q. Okay, good. So if we look at the
17 first paragraph under that topic, General Strategy for
18 Monitoring, under that heading, partway down the
19 paragraph we see:

20 "The guidelines are intended to provide
21 for the protection of habitat from timber
22 management activities. To say that the
23 guidelines are designed to protect the
24 resource value population from timber
25 management activities implies that the

1 Relationship between habitat and levels
2 of different resource values is known.
3 Workshop discussions indicated however
4 that this relationship is not well
5 understood."

6 You agree with that; do you?

7 A. Yes, I do.

8 Q. "Habitat level effects may not imply
9 effects at the level of the resource
10 value."

11 Do you agree with that?

12 A. Yes, I do.

13 Q. "In fact the possibility that other
14 factors may confound the results is
15 highest when population level effects
16 alone are measured. Likewise measuring
17 levels of the resource value alone
18 provide little information on the
19 mechanisms by which the effect or
20 resource protection occurred."

21 And it goes on to recommend that:

22 "Where possible effects monitoring
23 Studies must be conducted at both the
24 habitat and population levels."

25 So I take it you agree with those

1 statements; do you?

2 A. Oh yes, I do.

3 Q. All right. So then with regard to
4 the utilization of the model that you have displayed
5 for us, would you agree that with regard to the
6 wildlife population models that are at pages 67, 68, 69
7 and 70, that to the extent that the model merely
8 measures habitat as affected by fire control, that in
9 fact there is not a direct correlation necessarily
10 between that habitat and the wildlife populations, but
11 that that relationship is as uncertain as the ESSA
12 study has identified?

13 A. Oh yes, absolutely.

14 Q. So then that is part of the
15 assumption with regard to wildlife populations that is
16 in the last paragraph on page 63?

17 A. Yes. This model was just for
18 exploring our knowledge and interacting with the system
19 and seeing what we could learn.

20 Q. All right. Then just with regard to
21 the assumption again about all stands regenerating, are
22 you saying that they regenerate to the same species and
23 density that was there before?

24 What is your assumption at a more
25 detailed level about the regeneration that is

1 occurring?

2 A. After fire, depending as you pointed
3 out before, the density may certainly change from fire
4 to fire; there may be different species depending on
5 the severity of the fire, if it's a very severe fire
6 then undisseminated seeded species could invade the
7 stand and change the composition.

8 Q. So those are qualifications on the
9 simple phrase that the species regenerate?

10 A. The stands regenerate but the species
11 composition may change to some degree.

12 Q. And this model doesn't include such
13 variabilities as site differences, forest floor
14 development, forest diversity, all those other elements
15 in a forest eco-system?

16 A. No, definitely not. This is a forest
17 level strategic model.

18 Q. And it's based on, as you indicated
19 this morning, age-class and yield; it's really a
20 resourcel/supply oriented model; is it not, as opposed
21 to an eco-system study model?

22 A. Oh no, you are exactly right, it is
23 not an eco-system model.

24 MS. SWENARCHUK: Those are my questions.

25 MADAM CHAIR: Thank you, Ms. Swenarchuk.

1 ---Discussion off the record

2 MADAM CHAIR: Yes. I don't suppose that
3 Mr. Freidin or Ms. Seaborn are prepared to go ahead
4 with cross-examination now?

5 MS. SEABORN: I certainly don't want to
6 go ahead of Mr. Hanna with respect to this particular
7 panel, Madam Chair.

8 MR. FREIDIN: I think I share those
9 sentiments, Madam Chair.

10 MADAM CHAIR: All right. What we'll do,
11 As it happens we have other matters to discuss, and
12 shall we excuse the panel for the day, Mr. Cassidy?

13 MR. CASSIDY: Thank you, Madam Chair.

14 If one of those things is the matter of
15 scoping for Panel 7, I would like to have a short break
16 so I can consult Ms. Cronk with respect to any
17 questions she may have arising from the statements of
18 issues.

19 She is going to be handling Panel 7, as
20 you know we got them late yesterday, and I have sent
21 them down to her. I've not had the benefit since I have
22 been here all day to consult with her. I have left a
23 message asking her to get me her comments.

24 As a result, I need some time to try and
25 get ahold of her and see if there is any questions that

1 she would like raised on the scoping session. There
2 may not be, but if I could have an opportunity to do
3 that, I would appreciate it.

4 MADAM CHAIR: All right. Shall we deal
5 with the documentation issue that Ms. Swenarchuk has
6 now and then take a short break and come back and do
7 the scoping session?

8 MR. CASSIDY: Thank you, Madam Chair.

9 MADAM CHAIR: We also had a phone call
10 from Mr. Colborne. He reminded us that we were going
11 to receive the negotiations report next week, but we
12 are not going to be here, so it will be the week of May
13 the 1st and he will be at the hearing on May the 2nd.

14 So could we set May the 2nd as the date
15 for that.

16 MS. SEABORN: I think, Madam Chair, when
17 we met yesterday there were a number of other items
18 like that those of us who were here discussed a
19 particular number of dates that all of us would like
20 set.

21 Perhaps we can do that after we deal with
22 the documentation as well before we get to Panel 7.

23 MADAM CHAIR: Okay, thank you.

24 MR. CASSIDY: I think the panel should be
25 excused now.

1 MADAM CHAIR: Yes. Thank you very much,
2 Mr. Cassidy.

3 MR. CASSIDY: And we will start at eight
4 o'clock tomorrow morning, Madam Chair.

5 MADAM CHAIR: Yes.

6 --- (Panel withdraws)

7 MS. SWENARCHUK: Madam Chair, Mr. Martel,
8 do you have before you the letter that I wrote on April
9 12th. I have extra copies if you require them.
10 (handed)

11 MADAM CHAIR: Thank you.

12 MS. SWENARCHUK: Well, I am pleased to
13 say, Madam Chair and Mr. Martel, that from my meeting
14 with Ms. Murphy and Ms. Seaborn and Mr. Cassidy - and I
15 have as well discussed these with Mr. Edwards, and Mr.
16 Colborne just looked at the letter as well - that all
17 counsel are in agreement with what I am suggesting, So
18 there is no dispute about that.

19 In addition, they persuaded me that I
20 should file some form of witness statement for
21 non-experts which would probably be a brief summary of
22 the evidence to be given. I will do that. I don't
23 really see that those are appropriate for executive
24 summary and all these other elements, but they would
25 have a brief summary of the factual evidence to be

1 given for the purposes of disclosure to the other
2 parties.

3 Now, that is really all I have to say
4 about the documentation, unless the Board has
5 questions.

6 MADAM CHAIR: No, we are happy that the
7 parties resolved that, but what we will do is send out
8 a letter with your letter saying that the Board has
9 agreed to this proposal and it will go out to everyone
10 on the parties' list and that is how we will dispose of
11 it.

12 MS. SWENARCHUK: Thank you.

13 Now, Ms. Seaborn suggested, and we are
14 requesting that particularly in view of the material
15 that we will be filing, all the source materials for
16 example which we will be filing with the Board, rather
17 than distributing through the mails to everyone, that
18 it would be particularly helpful if at the Toronto site
19 we could have, as we've had here, a reading room that
20 will be open, particularly during the day and if
21 possible in the evening, but certainly during the day a
22 reading room which would have all the materials. I
23 don't know that that one can be transported there.

24 MR. MARTEL: Does the location make any
25 difference?

1 MS. SWENARCHUK: Ms. Devaul thought that
2 it might be possible to arrange it at the Highway
3 Traffic Board. In any event, we are requesting that
4 that be done, if it's possible.

5 Another matter we discussed is the
6 question of constructing a record on the site visit
7 since this visit will be part of our case, and my
8 suggestion is simply that some form of shorthand
9 transcript is probably going to be necessary, and
10 perhaps again that is a matter that can be worked out
11 with Ms. Devaul and the administrative staff, and that
12 the cross-examination of that witness for the visit
13 could occur back in Toronto in November when the
14 witness is on the stand.

15 I would suggest in the alternative that
16 if he was to be cross-examined on the spot, we go in
17 August when the bugs are prominent and we will all be
18 brief in doing it.

19 We also discussed that it would be
20 helpful if we could perhaps even now set dates for
21 statements of issues and perhaps scoping sessions for
22 Panels 8, 9 and 10 and assure that all parties are
23 notified of those dates and, as well, that the
24 satellite dates be firmed up. I believe they have been
25 in fact, but...

1 MADAM CHAIR: And they are in the letter
2 that will be released tomorrow, and they are the same
3 dates that we have looked at for the last few weeks.

4 MS. SWENARCHUK: And then our final
5 discussion was about a date for a discussion on
6 negotiations of terms and conditions, and I understand
7 now that that will be May the 2nd; is that right?

8 MADAM CHAIR: Yes.

9 MS. SWENARCHUK: I think those are all my
10 submissions on that, Madam Chair.

11 MADAM CHAIR: Thank you, Ms. Swenarchuk.

12 MR. FREIDIN: Am I correct in relation to
13 the site visit that there will be an itinerary and a
14 map and a witness statements as if it was a separate
15 panel?

16 MS. SWENARCHUK: Yes. Those will be
17 distributed 60 days before.

18 MR. CASSIDY: Madam Chair, if I can just
19 speak to a couple of matters.

20 With respect to Ms. Swenarchuk's
21 suggestions on documentation, as she indicated we have
22 no objection to those. The one comment I would make in
23 that respect is that Ms. Swenarchuk has agreed that
24 copies of the documents that are referred to in those
25 source books and copies of the documents that are in

1 the -- which would be in the reading room, she has
2 indicated that she would advise other parties of the
3 printer that will be available from her party for us to
4 contact directly in the event we want to get copies,
5 and I simply put that on the record because there may
6 be other parties other than those who were in the
7 discussion last night who may want to take advantage of
8 that system of obtaining documents, rather than going
9 to the Highway Transport Board reading room where we
10 anticipate they will also be found and paying whatever
11 photocopying charges they happen to extract, and I make
12 that without any knowledge of what that might be.

13 The other matter I wanted to speak to
14 was, as Ms. Swenarchuk indicated, the scoping dates for
15 Panels 8, 9 and 10 and it appears that I might be able
16 to be of some assistance there in terms of my
17 projections.

18 On the assumption that we are in Thunder
19 Bay on May 1st - which it now appears we will be - it
20 may be appropriate to have the scoping session on
21 Wednesday, May 2nd for Panel 8 with the requirement
22 that statement of issues be filed by Tuesday, May 1st.
23 I throw that out as a suggestion. Ms. Cronk will be
24 handling that 8th panel as well and she would be here
25 that week.

1 MADAM CHAIR: Mr. Martel is asking if the
2 parties could get their statements of issue to the
3 Board next week so that we could look at them; if we
4 receive them on Thursday it would be less of a rush at
5 the beginning of the week.

6 MR. CASSIDY: Thursday, April 26th, Mr.
7 Martel?

8 MR. MARTEL: Because on the 1st we are
9 going to be receiving the report of the negotiations
10 and we will want to look at that.

11 MR. CASSIDY: On the 2nd? It's
12 discussion on the 2nd.

13 MR. MARTEL: We don't receive the report
14 until May the 1st though.

15 MS. SEABORN: I think, Mr. Martel, there
16 has been one report filed with the Board, it was a
17 letter sent from our office on behalf of all parties.

18 Just so you are clear, it's not my
19 understanding there is going to be any further written
20 material delivered to the Board on that date. What
21 there are going to be are submissions in respect to
22 when final terms and conditions should be filed by the
23 parties, because that originally was slated to occur -
24 end of April - the end of April and then that date was
25 pushed back with leave from the Board.

1 So I don't expect there will be any
2 written material filed with the Board.

3 MR. MARTEL: That's fine.

4 MR. CASSIDY: So that, as I understand
5 it, the statement of issues for Panel 8 would be
6 required on April 26th, the scoping session would be
7 held on May 2nd which would be the same day we would
8 have the discussion on the terms and conditions.

9 If I could just make a request, that with
10 respect to --

11 MR. MARTEL: See, that is what I was
12 trying to get away from, was the two issues on the one
13 night.

14 MR. CASSIDY: Oh, I see. So you would
15 the scoping session for Panel 8 on Tuesday, May 1st?

16 MADAM CHAIR: Yes.

17 MR. CASSIDY: All right.

18 If I could make a request of the parties
19 when serving us with the statement of issues for the
20 Panel 8, if they could -- everything comes to me. I do
21 not anticipate being in my office on that day and,
22 therefore, if they could address it to Eleanor Cronk at
23 our office, the same fax number. It won't be fatal if
24 it has my name on it, but it just would speed things
25 up.

1 Dealing then with Panel 9, Madam Chair
2 and Mr. Martel, I would think that the following week,
3 the week of May 8th would not be rushing it if we set
4 Tuesday, May 8th as the scoping session for Panel 9.

5 Our present anticipation is we would
6 still be in Thunder Bay on that occasion on the
7 assumption that Panel 7 will take longer than one
8 week - I'm speculating but I'm assuming - and,
9 therefore, perhaps it would be appropriate to have the
10 statement of issues filed by Thursday, May 3rd.

11 MS. SEABORN: Could that be for 9A and
12 9B. There are two separate witness statements in
13 relation to that panel.

14 MR. CASSIDY: I would think that the
15 statement issues should go together for those,
16 identifying as between the two of them. That would be
17 Thursday, May 3rd.

18 MADAM CHAIR: Will you be leading that
19 evidence, Mr. Cassidy?

20 MR. CASSIDY: No, Ms. Cronk will be
21 leading that. I will be leading part of it, I should
22 say, just part of 9A, but Ms. Cronk will be involved
23 much more heavily than I will be on that panel.

24 That statement of issues can be addressed
25 to me, however, because I will be in my office. So May

1 3rd would be the deadline for statement of issues and
2 May 8th would be the scoping session.

3 And with respect to Panel 10, I don't see
4 much point in doing that Panel 10 scoping until after
5 Fort Frances, Madam Chair, and therefore would suggest
6 that the Panel 10 scoping not occur until the week of -
7 Ms. Devaul has provided me with a schedule and I want
8 to confirm we are sitting - yes, the week of May 29th,
9 and if I could suggest that the statement of issues be
10 submitted by Thursday, May 24th and the scoping session
11 be held on Tuesday, May 29th.

12 I think that would probably be the best
13 guess I can give at this point. So May 29th for the
14 scoping and May 24th for the statements.

15 Is it your intention, Madam Chair, for
16 Ms. Devaul to send out a notice containing these dates?

17 MADAM CHAIR: Yes. I think we will also
18 send out a schedule until June.

19 MR. CASSIDY: Which we have in our
20 possession, Ms. Devaul provided at the break.

21 MADAM CHAIR: All right. We will send
22 these to you and both pieces of paper to all the other
23 parties.

24 Thank you, Mr. Cassidy.

25 MR. CASSIDY: Thank you.

1 MADAM CHAIR: How long do you need, Mr.
2 Cassidy? Do you want a 20-minute break?

3 MR. CASSIDY: It's ten to four now. If I
4 could have until 4:15 I would appreciate it. I am
5 hopeful there is a message on my machine from Ms.
6 Cronk; if not, I will have to try and communicate with
7 her and I will do my best and I will come back at 4:15
8 and we will go from there.

9 MADAM CHAIR: All right, thank you.

10 MR. CASSIDY: Thank you.

11 ---Recess taken at 3:50 p.m.

12 --On resuming at 4:15 p.m.

13 MADAM CHAIR: Please be seated.

14 Mr. Cassidy, the Board has some questions
15 they would like clarified. Would you like to just
16 start with that as we usually do?

17 MR. CASSIDY: Yes, please.

18 MADAM CHAIR: On pages 150 -- well,
19 actually on pages 76 and pages 152 and 153 you provide
20 an estimated cost for chemical, manual, mechanical and
21 burning treatments for jurisdictions other than
22 Ontario.

23 Is the Board to assume that these costs
24 are similar or comparable to the costs of these
25 treatments in Ontario, and does Industry support the

1 cost estimates given by the Ministry of Natural
2 Resources? In their evidence they gave us ranges of
3 costs for these treatments.

4 We have a few questions with respect to
5 Table 1 on page 93 and Table 2 on page 98. First of
6 all, you state that herbicides have been used in
7 Ontario forests for 30 years, yet you show zero use for
8 1980 in these tables. Are we to assume that there was
9 no record of use before 1980 or that it was very small?

10 In Tables 1 and 2 we see large steady
11 increases in herbicide use during the 1980s for site
12 preparation and tending and we understand that a key
13 factor in the increased use shown for tending in Table
14 2 was the authorization of glyphosate, but you also
15 seem to be saying in your discussion of growth and
16 yield studies that this research is very long term.

17 And are we to assume that the efficacy of
18 herbicide treatments was not established or generally
19 recognized by the Industry until the 1980s and that as
20 a result an increased utilization of herbicide
21 treatments has taken place?

22 In other words, we are trying to fix when
23 Industry recognized that it was an important activity
24 to be undertaken and when the research background was
25 sufficiently convincing that it should be done,

1 something was going on with all of that during this
2 period.

3 Also, are we to assume the growth trends
4 we see in use will continue in the future?

5 MR. FREIDIN: Growth trends in the use of
6 herbicides?

7 MADAM CHAIR: Yes, in terms of site
8 preparation and the release and suppression of conifer.

9 We were curious about 1983 on Table 1, a
10 very small amount of herbicide was used for site
11 preparation.

12 MR. CASSIDY: Would that be '84?

13 MADAM CHAIR: That was '84, excuse me,
14 323 hectares were treated and we wondered if there was
15 a simple explanation for that.

16 Also in Table 1, is it possible to obtain
17 an approximation of the percentage of the area using
18 herbicides for site preparation that was treated in
19 combination with mechanical site preparation and
20 prescribed burning?

21 We assume from the discussion that
22 herbicides are not usually used in site preparation
23 alone, that you make the point they are almost always
24 combined with other preparation techniques. That's
25 what we get from it anyway.

1 And another question with respect to the
2 use of herbicides. Does Industry have an idea of the
3 size of the area that they ideally would like to treat
4 with herbicides versus the actual areas reported as
5 treated in Tables 1 and 2; in other words, would
6 Industry be treating much larger tracts of land than it
7 is now and is the prohibition cost?

8 MR. CASSIDY: The prohibition against
9 what they would like to treat versus what they did
10 treat and is the prohibiting factor cost?

11 MADAM CHAIR: Yes.

12 MR. CASSIDY: I see.

13 MADAM CHAIR: We are assuming that
14 Industry, given what we see in your growth and yield
15 information, that you would like to treat much larger
16 areas of land and why aren't you, and we assume it has
17 to do with cost.

18 Our next set of questions has to do with
19 the Industry's position on the registration and
20 authorization of herbicides and insecticides.

21 On page 119 you mention the herbicide
22 tryclopyr. Has this herbicide been registered as a
23 forestry herbicide in Canada or is it in the process of
24 being registered? You mention that it is in use in the
25 United States.

1 MR. CASSIDY: Right.

2 MADAM CHAIR: We wondered if the
3 application had been made to register it in Canada.

4 MR. CASSIDY: I think the witness
5 statement states that it is not registered for use for
6 timber management in Canada.

7 MADAM CHAIR: It is not registered for
8 use, but we are interested to see if in fact there is
9 some -- that there are some herbicides and pesticides
10 now in the process where the application has been made
11 for registration, we know that could take seven or
12 eight years or whatever, and we are interested to know
13 if in fact there is a backlog of herbicides and
14 pesticides that are being looked at for registration.
15 We got a bit of information on that from Dr. --

16 MR. CASSIDY: Ritter.

17 MADAM CHAIR: --Ritter.

18 MR. CASSIDY: So you want to know whether
19 garlon --

20 MADAM CHAIR: Is in the process of being
21 registered, yes.

22 MR. CASSIDY: And if so, at what stage?

23 MADAM CHAIR: Just if that's happening.

24 MR. CASSIDY: All right.

25 MADAM CHAIR: And also that applies to

1 the herbicides mentioned on page 160. There's Forestry
2 Canada's experience with trying to assist in the
3 registration of garvon and krenite. Is krenite also
4 still -- are there attempts being made to register it
5 as well?

6 Page 175. You list the chemical
7 insecticides authorized for use in Canada but not
8 permitted to be used in Ontario since 1985. The
9 position of Industry seems to be that even if these
10 insecticides were allowed to be used in Ontario you
11 believe they would be insufficient to control insects
12 in the area of the undertaking.

13 We want to know if that's a correct
14 interpretation of what you said; in other words, if you
15 were allowed to use this list of pesticides in the area
16 of the undertaking you would still not be satisfied
17 that they could do the job, and that seemed to be what
18 you were saying.

19 Page 107 - sorry I am skipping back and
20 forth here - on page 107, the third point, in the last
21 sentence you are making the statement that lower
22 amounts of aerially sprayed herbicides achieve the same
23 silvicultural efficacy as ground applications of higher
24 amounts of active ingredient in larger spray volumes.

25 This is essentially -- what we are asking

1 for is a clarification of this statement which relates
2 to Figure 2 on page 122 and somebody is just going to
3 have to clarify for us slowly and carefully the
4 technical reasons why that's the case.

5 On page 144 you express a concern that
6 MNR's financial commitment of \$300,000 annually for
7 data collection and analysis regarding growth and yield
8 data is inadequate. Is your Industry providing
9 financial support to this type of research?

10 Page 155. You are asking the Board to
11 accept the opinion of Forestry Canada that the lack of
12 forestry herbicides contributes significantly to the
13 backlog of non-productive forest land.

14 MR. CASSIDY: I'm sorry, that's page 145,
15 Madam Chair.

16 MADAM CHAIR: 155.

17 MR. CASSIDY: Yes.

18 MADAM CHAIR: And we want a clarification
19 of this statement because in the previous evidence the
20 Board has heard we understand that there are a number
21 of factors that might have resulted in unproductive
22 forest land, including levels of silvicultural activity
23 generally and we want to know how to assess that
24 statement, that not being able to use forestry
25 herbicides is more important or less important than

1 other evidence we have been given concerning these
2 factors.

3 Oh, we had one last question and that was
4 on page 209. You make it clear that you are asking the
5 Board for approval of the termination that occurred in
6 MNR policy of no chemical insecticides for forestry
7 use, and we would like to receive your views of what
8 would be the likely outcome if the Board were to
9 approve the Class EA application with such a condition
10 attached to it.

11 What effect do you think this would have
12 on the, as you describe it, political decision that the
13 Ministry of Natural Resources has made for the past
14 five years. We want to know the implications of a
15 decision from a Board like ours.

16 MR. CASSIDY: In terms of the
17 political...

18 MADAM CHAIR: In terms of the political
19 aspects of whether -- would the Minister of Natural
20 Resources be required in any way to comply with the
21 condition if it were attached to our decision.

22 MR. CASSIDY: Okay. That may be a
23 position that counsel may have to communicate to you as
24 opposed to witnesses.

25 MADAM CHAIR: Yes.

1 MR. CASSIDY: So I will leave that to Ms.
2 Cronk to determine which is the best position and just
3 advise you of that.

4 I am not clear exactly, Madam Chair - and
5 I apologize if I missed your point - about what
6 conditions that you were suggesting that could
7 potentially be proposed by the Board.

8 MADAM CHAIR: Well, it seems to us that
9 you are asking for approval by the Board - perhaps it
10 is the way it is stated - you are asking for approval
11 by the Board of the termination of current Ontario
12 government policy, essentially the no chemicals policy.

13 MR. CASSIDY: Oh, I see.

14 MADAM CHAIR: And the only way we would
15 do that, if we were to approve the Class EA, would make
16 that a condition of the Class EA, but it seems to us
17 that there are some lengthy consequences of that and we
18 want to hear your views about where that would take us
19 and what the outcome would be.

20 MR. CASSIDY: All right.

21 MADAM CHAIR: And Ms. Cronk doesn't have
22 to -- I understand that the panel members can't respond
23 to that. She is free do that when she wants.

24 MR. CASSIDY: All right. Thank you.

25 MS. SEABORN: It may be, Madam Chair,

1 that that's an issue that other parties would want to
2 respond to and I think it would be our preference to
3 respond to that after we've heard all of the evidence
4 in terms of the other intervenors that are likely going
5 to be calling experts with respect to the same issues.

6 MADAM CHAIR: Yes.

7 MR. CASSIDY: Ms. Cronk will be made
8 aware of this obviously, and I don't know whether she
9 would adopt the same position as Ms. Seaborn in
10 preferring to state our position on that at the end, or
11 she may wish to do it in terms of this panel. So I
12 mean, Ms. Seaborn's point is well taken.

13 MADAM CHAIR: Yes. At this point the
14 Board is not -- you know, we are not looking behind
15 what this recommendation is, we are simply saying that
16 we are looking at the way that the Board's decision is
17 structured and to what extent are the political
18 decisions of a minister, what weight is given to the
19 Board's decision and what effect does it have in terms
20 of how it can change policies such as a no chemicals
21 policy.

22 MR. CASSIDY: Thank you.

23 I have just one question of parties
24 present, Madam Chair, if I may. Actually I had a
25 question of counsel for Forests for Tomorrow who is not

1 here now.

2 But with respect to the statement of
3 issues filed on behalf of the Ministry of the
4 Environment, I wonder if counsel could assist me with
5 respect to Section 2 of the statment of issues
6 referring to OFIA/OLMA paragraph 5.3, the third point
7 says:

8 "Can operational problems occur in the
9 event chemical insecticides are aeriially
10 applied?"

11 And I was wondering if counsel could
12 assist me with what type of operational problems they
13 would like the witnesses to consider when dealing with
14 that matter. Is there any particular type of problem
15 that you have in mind that you want them to think
16 about?

17 MS. SEABORN: I think what I would like
18 to do is have a look at the exact wording in the
19 witness statement. I believe there is some evidence,
20 either in your witness statement or it may have been
21 during MNR's evidence, that there can be certain
22 operational problems involved with biological
23 insecticides and I think the thrust of the questions
24 were whether or not there can be the same operational
25 difficulties, if one accepts there are difficulties,

1 with chemical insecticides.

2 MR. CASSIDY: Okay. Madam Chair, I had
3 another question as I indicated for counsel for Forests
4 for Tomorrow, but they are not here and we will pursue
5 it outside the hearing if necessary.

6 The other matter I would like to raise is
7 ask -- we have counsel for MOE and counsel for Forests
8 for MNR present and, Ms. Devaul, and I was wondering if
9 I could just get an indication from counsel present as
10 to how long they might be in terms of
11 cross-examination, and I regret that I was not aware
12 that counsel for Forests for Tomorrow was not going to
13 attend otherwise I would have asked, but we will try
14 and determine that estimate from them in advance as
15 well.

16 I should also indicate I have a statement
17 of issues from the Anglers & Hunters and I am not aware
18 how long they intend to be as well.

19 MADAM CHAIR: You can speak to Mr. Hanna
20 tonight or tomorrow.

21 MR. CASSIDY: Yes.

22 MS. SEABORN: Have any other parties
23 filed a statement of issues?

24 MR. CASSIDY: MOE, MNR, Forests for
25 Tomorrow and the Anglers & Hunters are the parties I've

1 received statement of issues from.

2 MADAM CHAIR: And also NAN?

3 MR. CASSIDY: I don't have that.

4 MADAM CHAIR: I am sorry, I have it for
5 Panel 7. Should we --

6 MR. CASSIDY: I could get an extra copy
7 from Ms. Devaul later if that's your only one, Madam
8 Chair.

9 MADAM CHAIR: Why don't you take this
10 one, Mr. Cassidy. (handed)

11 MR. CASSIDY: All right, thank you. Then
12 perhaps counsel present could assist me by providing
13 estimates.

14 MADAM CHAIR: Mr. Freidin?

15 MR. FREIDIN: Three to four hours I
16 think.

17 MS. SEABORN: I think probably two to
18 three hours, Mr. Cassidy.

19 MR. CASSIDY: Thank you. I will take up
20 the matter of estimates with the Nishnawbe-Aski Nation,
21 the Anglers & Hunters and Forests for Tomorrow.

22 MADAM CHAIR: All right. And I
23 understand that Mr. Castrilli will be cross-examining
24 Panel 7.

25 MR. CASSIDY: Oh yes, thank you.

1 MR. FREIDIN: I think my estimate could
2 change depending on the length of Mr. Castrilli's
3 cross-examination and the detail with which we wants to
4 go over the matter.

5 MR. CASSIDY: I think that will be the
6 case for everybody.

7 MADAM CHAIR: Is there anything else?
8 (no response)

9 All right. Thank you very much. We will
10 see you tomorrow morning.

11 MR. FREIDIN: Eight o'clock.

12 MADAM CHAIR: Eight o'clock.

13 ---Where upon the hearing adjourned at 4:40 p.m., to be
14 reconvened on Thursday, April 19th, 1990, commencing
 at 8:00 a.m.

15 [copyright, 1985]

16

17

18

19

20

21

22

23

24

25

